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ABSTRACT

This guide outlines a workshop that was designed to improve the skills of community college career counselors. The eight workshop sessions address issues identified in a 1981 survey of five community colleges and include: defining the counselor's role; multi-cultural counseling; tools, technologies, and assessments; counselor revitalization and counselor liaisons; apprenticeships and job futures: sources of funding; and team planning. Each session is organized around a goal statement, specific objectives, and content areas. Lecture materials, materials for overhead transparencies, small and large group exercises, and handouts are provided from each session. An extensive resource list (materials originally used in the workshop exhibit area) is included covering such topics as needs assessments, career instruments and assessments, special populations, and state and national resource agencies. An appendix provides a listing of special project proposals (1981-82) and special projects funded (1980-81). The participant's guide is also included. (MCF)

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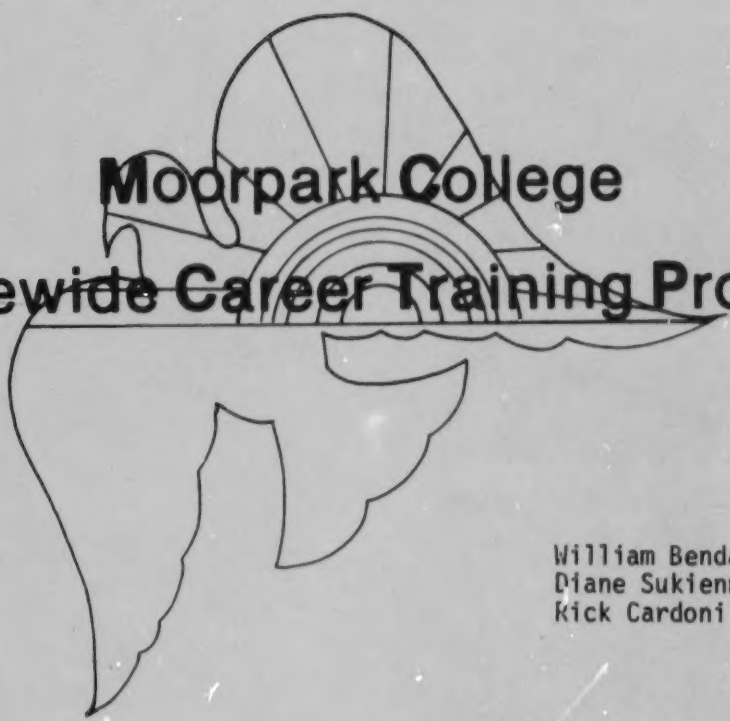

Moorpark College
Statewide Career Training Project

William Bendat
Diane Sukiennik
Kick Cardoni

Facilitator's Guide and Participant's Guide

1982

CG 016508

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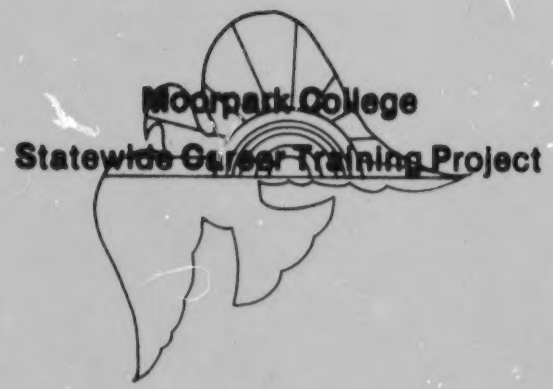

INTRODUCTION

Welcome to the Statewide Career Training Workshop. This workshop is the result of discussion among Community College Counselors expressing a variety of professional development needs. In March of 1981, a questionnaire was designed to focus and prioritize those needs specifically in the area of career counseling. Consequently, through a state grant, this workshop has been designed to speak directly to those professional needs, providing the participants with specific information on developing new technologies, polishing skills, and taking a leadership role in planning for positive change on their own campuses.

As you will notice, each team is comprised of three counselors and an administrator. This team approach will ensure more effective implementation of your plans on your campus when you return. In this way, you can transform your initial enthusiasm into action planning at home.

The main topics of the workshop are divided into sections represented by the tabs in your manual. Each page is keyed to its corresponding objective by a code in the upper right-hand corner. These topics represent the areas of need that received the highest priorities in the needs assessments. Each section is designed as a unique and complete entity, yet they all relate to our roles as career counselors in the community college setting. Participants will find a planning sheet after each section of the manual. We will ask you to complete this sheet at the end of the section. Then in our final section called Team Planning, we will assist you in prioritizing your individual objectives and arriving at a team plan. We would like you, as part of a college team, to contract to work toward achieving your team priorities. In approximately six weeks, we will reconvene for a follow-up session, so that you can report on your progress, enlarge on a specific area, and/or enlist the assistance of other participants.

Because respondents indicated that most counselors have mastered the rudiments of the career planning process, we will not be covering these basics. We will instead delve into those topic areas which continue to concern us all. We do provide each participant with an instructor's copy of the book Career/Life Planning edited by Moorpark College and used nationally by career counselors and instructors. This will provide a succinct and thorough review of the essentials for career decision-making for those who desire it.

Although we address many topical areas, we believe that our emphasis on planning and teamwork will provide you with an opportunity to select the areas that are most pertinent to your campus. Of course, we will also request your evaluative comments both during and after the workshop.

We call your attention to Section 9, Exhibits. This is a list of all of the books, pamphlets and media resources that we will have on display. The exhibits are only part of the comprehensive list of resources that have been compiled into a directory format. Each college will receive one copy of this resource directory to add to your career reference library. The directory is an annotated compilation of the latest books, projects, assessments, and media materials available in the field of career counseling. It is truly representative of the state-of-the-art.

The project team of student service professionals has planned a stimulating program with you in mind. We trust that everyone will benefit from the experience as we strive toward excellence in our challenging roles.

As with any project of this magnitude, many people behind the scenes have contributed their valuable talent and efforts to the successful completion of this project. It is with great appreciation that we thank the people who have given so generously of their time and talent. We include in this list local college and District administrative support, our advisory board members, our pilot project team and presenters, our evaluators, our numerous expert consultants, and our college professional support staff. Thank you all for your valuable contributions.

NOTES ON THE PROJECT STAFF

Dr. Bill Bendat - Project Director and Dean of Counseling at Moorpark College has served as chairperson for the Statewide Assn. of Administrators of Counseling. He has been a presenter and lecturer for the College Board, the National Career Council on Vocational Education, a consultant for numerous college districts, evaluator of VEA proposals, and a past Project Director for Neighborhood Youth Corps Summer Institutes. Dr. Bendat has special expertise in curriculum development, planning educational relations programs, and in organizing comprehensive guidance services. Under his leadership, Moorpark College received the H. B. McDaniel Award for Counseling Excellence in 1978.

Diane Sukiennik - Project Manager, Grantwriter, and a counselor at Moorpark College, is nationally recognized for her work in the area of career planning and staff development. She has coordinated the Moorpark Career Center, moderated a weekly T.V. career talk show, edited several career workbooks, consulted nationally, and conducted numerous workshops in the areas of career planning, risk-taking, personal effectiveness, supervisory training, and gender-equity.

Anne Boe - Project Trainer, has many years of experience in the area of career planning both in education and currently as a private consultant. As Placement Director at Grossmont Community College for over two years, she implemented career development workshops for counselors and vocational instructors. She is also an evaluator for the San Diego Community College District for "Non-traditional Careers for Women" project. In addition, Anne has developed and implemented regional career development workshops for State Community Colleges through the Chancellor's Office.

Myrna Elliott - Project Trainer, has extensive experience counseling individuals making career decision both through her consulting business and as the designer of a comprehensive career counseling program for a community college. As Associate Professor of Counseling at Chaffey College, she taught classes in career planning, conducted workshops, and did research on the needs of adults. She was the recipient of a grant from the Community College Fund for Instructional Improvement, which she used to implement the Career Information System at Chaffey College and write a booklet which related the Strong-Campbell and Career Assessment Interest Inventories to worker trait groups.

Dr. Warren Farrell, Gender Equity Consultant, is author of The Liberated Man, now in its 10th printing and for two years a best-selling book on gender equity issues. He has been Assistant to the President of N.Y.U. and was chosen by President Johnson in 1965 as one of the outstanding young educators in the U.S. Dr. Farrell has appeared on the Phil Donahue Show and his role reversal presentation was featured by Real People in the Fall of 1981. Warren presently resides in Del Mar, California.

Dr. H.B. Gelatt - Project Trainer, has been involved in the process of "training trainers" as a designer, developer, and teacher in the area of career decision making since 1960. He is the author of four training workbooks on decision making and the director of a national project that developed and field tested 56 modules for training counselors in career education. Most recently he directed a Career Education Community College Counselor Consortium which published: Career Education Infusion, A Process Manual for California Community Colleges. He is currently self-employed as an independent consultant.

Juanita Martinez - Multi-Ethnic Consultant - M.S. degree from California State University, Sacramento. She is currently an Assistant Researcher with the Cross-Cultural Resource Center at California State University, Sacramento, working on a bilingual education study funded by the National Institute of Education.

PROJECT STAFF

Project Director: **William Bendat**, Dean of Counseling, Moorpark College
Project Manager: **Diane Sukiennik**, Counselor, Moorpark College
Work Evaluation Specialist: **Rick Cardoni**

TRAINERS

Anne Boe - Former Placement Director, Grossmont College; Career Network Consultant, San Diego
Myrna Elliott - Career Center Coordinator/Counselor, Chaffey College; Elliott, Gabel, Master Career Consultants, Claremont
H. B. Gelatt- Project Director, VEA Projects, American Institute for Research; Consultant, Palo Alto

EVALUATORS

Neal Rogers - Associate Superintendent, Santa Ana College
Bud Camillucci - Associate Superintendent, Student Personnel Services, Sierra College

ADVISORY BOARD

Jeff Cohen - Career Counselor, Pierce College
Maria Garcia - Counselor, San Jose City College
Jim Hirschinger - Specialist, Chancellor's Office California Community Colleges
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Pat Roberts - Vocational Student, Moorpark College
Henry Weiss - California Industry Education Council
Juanita Williams - Director, Northern California Women for Apprenticeship Training
Jan Zaboski - Disabled Services Director, Moorpark College

Jill Padick- Media Consultant
Dale Dobson- Media Consultant
Lisa Raufman-Directory Editor
Jean Rule -Administrative Secretary
Dina Parks -Career Resource Specialist
Sharon Peterson - No. Calif. Liaison

PARTICIPATING COLLEGES

Northern California

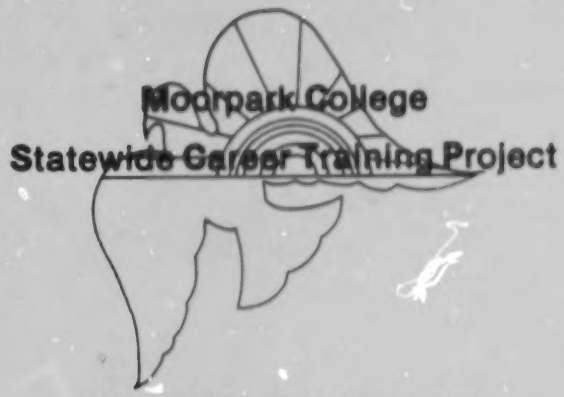
American River College
Canada College
Chabot College
Foothill College
Mendocino College
Napa College
San Francisco City College
San Jose City College
Sequoias, College of
Solano College

Southern California

East Los Angeles City College
Fullerton College
Golden West College
Palomar College
Pasadena City College
Saddleback College
San Bernardino Valley College
San Diego Miramar College
Santa Ana College
Santa Barbara City College

Pilot Colleges (1981)

Glendale College
Los Angeles Pierce College
Los Angeles Valley College
Moorpark College
West Los Angeles College



SPRING 1982 WORKSHOP FORMAT

DAY 1

8:30-9:00 Check In - Coffee

9:00-9:20 Welcome, Introductions
Overview of Project . . . . . *Bill Burdat*
Project Director
"Getting Our Act Together and Taking It On The Campus"
. . . . . *Media Presentation*

SETTING THE STAGE

9:20-9:30 Planning as Chief Component in Change-Agentry . . .
Define and Examine the Role of Counseling in the Planning Process; Review Planning Concept as it applies to each Module in Workshop; Examine the Assumptions of the Workshop Design . . *Diane Sukiennik*
Project Manager

THE PLOT THICKENS

9:30-12:00 Counselor as Change Agent, Proactivist, Futurist --
The exploration of counseling concepts and strategies for assisting counselors and students to develop practical skills in "futures thinking" and decision-making. Content will include: 1) The role of guidance images of the future "How to Perceive Newly"; 2) The existence of three kinds of alternatives "Think Globally", 3) The capacity of individual choice "Act Locally". How to Perceive, think and act will be converted into the attitudes, knowledge, and skills involved in "futures thinking-decision-making counseling." . . . . . *H. B. Gelatt*

12:00-1:00 Lunch

IDENTIFYING OUR AUDIENCE

1:00-2:00 Multi-Cultural Counseling -- Video cassette vignettes will be used to heighten awareness and develop more effective communication strategies. . . . . *Juanita Martinez*

DAY 1 CONTINUED

POSITIONING THE PROPS

2:00-5:00 Vocational and Career Counseling Tools, Technologies, and Assessments, including Work Evaluation, the Myers-Briggs, the Appalachian Project, and the Career Counselor's Resource Directory. . . . . *Myrna Elliott*

5:00-7:00p.m. Evaluation, Dinner, and Resource Exhibit Area

CARING FOR THE STAR

7:00-9:00p.m. Counselor Revitalization -- using the Myers-Briggs, counselors will participate in team building activities designed to highlight their strengths and thereby combat "burn-out." They will utilize their common goal - more effective career counseling - to begin planning activities . . . . . *Myrna Elliott*

9:00-10:00p.m. Informal Networking, Gender Equity. . *Dr. Warren Farrell*

DAY 2

8:30-9:00a.m. Warm Ups and Coffee

IDENTIFYING THE PLAYERS

9:00-11:00 Counselor Liaison With:

1. Campus Faculty and Staff
2. High Schools
3. The Community
4. Local Industry

Implications for Retention and Placement of Students

11:00-12:00 Non-traditional Jobs, Apprenticeship Training, and Job Futures - Looking toward the year 2000. . . *Anne Boe*

12:00-1:00 Lunch

PRODUCING THE SHOW

1:00-1:30 Identifying Sources of Funding to Assist in Implementation of Action Plans . . . . . *Project Team*

THE SHOW WILL GO ON

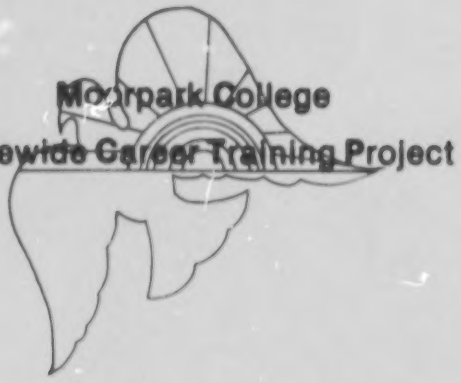
1:30-2:30 Developing Priorities and Contracting for Outcomes. Finalizing Team Plan in Writing. . . *Project Team*

CURTAIN CALLS

2:30-3:00 Final Evaluation and Signoffs

ENCORE

Planning for the Follow-Up Session



TITLE: COUNSELOR AS CHANGE AGENT, FUTURIST, DECISION MAKER

GOAL: To provide counselors with a body of knowledge, a set of skills and a choice of attitudes appropriate for a career counselor of the future.

OBJECTIVES: Participants will...

1. Understand the role of guiding images of the future
2. Know the ingredients of change and the roles of change agents
3. Know the four information requirements of a good decision
4. Learn some new career counseling skills
5. Start a plan for using at least one of these skills

FORMAT: Lecture, Overhead Transparencies, Small and Large Group Exercises

CONTENT:
- The concept of guiding images and fate control
- Four planning attitudes
- The conditions producing change and the roles of change agents
- The anatomy of decision making
- Counseling skills for decision making

MATERIALS: Overhead transparencies and handouts

APPLYING
THE DECISION MAKING PROCESS
TO COUNSELING

Helping others make decisions about their future is an important goal of counseling. All decisions are about the future but all experiences are in the past. How do you help others decide? Do you have a counseling theory, strategy, or set of techniques for this important counseling goal? The following three concepts are outlined and developed into a set of counseling techniques.

1. THE ROLE OF GUIDING IMAGES
(Perceive Newly)

Your image of the future is the most significant determinant of your behavior

Create your own image, using metaphoric thinking

Increase your "Fate Control"

2. THE EXISTENCE OF ALTERNATIVES
(Think Globally)

There are many futures and many ways to get there

Know the four basic information requirements

Expand your decision actions and outcomes

3. THE CAPACITY OF CHOICE
(Act Locally)

Your future depends more on what happens between now and then than it does on what has happened up until now

There is not one way, but many ways of choosing

Invent your own future and then choose it

FOUR METAPHORS FOR THE FUTURE

1. The future is a great roller coaster on a moonless night. It exists, twisting ahead of us in the dark, although we can only see each part as we come to it. We can make estimates about where we are headed, and sometimes see around a bend to another section of track, but it doesn't do us any real good because the future is fixed and determined. We are locked in our seats, and nothing we may know or do will change the course that is laid out for us.

2. The future is a mighty river. The great force of history flows inexorably along, carrying us with it. Most of our attempts to change its course are mere pebbles thrown into the river: they cause a momentary splash and a few ripples, but they make no difference. The river's course CAN be changed, but only by natural disasters like earthquakes or landslides, or by massive, concerted human efforts on a similar scale. On the other hand, we are free as individuals to adapt to the course of history either well or poorly. By looking ahead, we can avoid sandbars and whirlpools and pick the best path through any rapids.

3. The future is a great ocean. There are many possible destinations, and many different paths to each destination. A good navigator takes advantage of the main currents of change, adapts his course to the capricious winds of chance, keeps a sharp lookout posted, and moves carefully in fog or uncharted waters. If he does these things, he will get safely to his destination (barring a typhoon or other disaster which he can neither predict nor avoid).

4. The future is entirely random, a colossal dice game. Every second, millions of things happen which could have happened another way and produced a different future. A bullet is deflected by a twig and kills one man instead of another. A scientist checks a spoiled culture and throws it away, or looks more closely at it and discovers penicillin. A spy at the Watergate removes the tape from a door and gets away safely, or he forgets to remove the tape and changes American political history. Since everything is chance, all we can do is play the game, pray to the gods of fortune, and enjoy what good luck comes our way.

Draper L. Kauffman, Jr.
Teaching the Future: A Guide to Future-Oriented Education, 1976

PLANNING ATTITUDES AND STRATEGIES

Planning is dealing holistically with a system of problems in contrast to problem solving. Planning is self control.

Attitudes toward planning vary a great deal but can be grouped into four general types. These attitudes are mixed in varying proportions in each individual and in each organization and the mixture may change from time to time and from situation to situation. However, one of these attitudes usually dominates the others in both individuals and organizations. The pure forms are described below.

1. Inactive. Inactivists are satisfied with the way things are and the way they are going. They "ride with the tide" without "rocking the boat". Their management philosophy is conservative. They seek stability and survival, avoid interference, resist intervention. They practice "crisis management", that is they do something only when something must be done. They select the ends that are most feasible with the means they possess. Inactivists tend to want what they get rather than try to get what they want. Universities, government agencies, and utility companies are examples.

2. Reactive. Reactivists prefer a previous state to the one they are in and believe things are getting worse. They not only resist change but they try to unmake previous change. They want to return to the "good old days." Their management philosophy is reactionary. They are moved more by their hates than their loves; their orientation is remedial, not aspirational. They try to avoid the undesirable rather than attain the desirable. "We tried it before and it doesn't work." Technology is their principal scapegoat for whatever ills they perceive. They rely on common sense, intuition and judgement based on long experience. Once successful but now declining institutions are particularly susceptible to this point of view.

3. Preactive. Preactivists are not willing to settle for things as they are or once were. They like the future and want to predict it and prepare for it. They want more than survival, they want to grow. They plan for the future rather than plan the future itself. They look for opportunities as well as threats. They attempt to identify and deal with problems before they arise or become serious. Preactive planning is based more on logic, science and experimentation than on common sense and intuition. Their management philosophy is liberal. They perceive the environ as constraining rather than enabling. Preactivists seek neither to ride the tide nor to buck it, but to ride in front of it and get to where it is going before it does.

4. Interactive. Interactivists are not willing to settle for the current state of affairs or the way they are going, and they are not willing to return to the past. They want to design a desirable future and invent ways of bringing it about. They try to prevent threats and create opportunities. They believe the major obstacle between man and the future he desires is man himself. They seek not survival, not growth, but self control. Interactivists are radicals. They desire neither to resist, ride with, nor ride ahead of the tide; they try to redirect it.

From: Redesigning the Future by Russell Ackoff
John Wiley & Sons, 1974

COUNSELOR AS CHANGE AGENT

Behavior change is a goal of counseling. Helping clients change and learn how to change is an important role for counselors. Helping the institution change in order to provide better learning conditions could also be a role for counselors. Both the individual and the institution would then become the client of counselors.

THE NECESSARY CONDITIONS OF CHANGE

1. A dissatisfaction with what is.
2. A concept of what would be better.
3. A belief that there is a way to get from what is to what would be better.

The perceived benefits of change must exceed the perceived costs.

FOUR KINDS OF CHANGE AGENTS

1. Catalyst
2. Solution Giver
3. Resource Linker
4. Process Helper

THE ANATOMY OF DECISION MAKING

Basically, decision making is a process of choosing actions and predicting outcomes. Making a decision means asking four questions:

1. What could I do?
2. What could happen if I did it?
3. How likely is it to happen?
4. How much do I want it to happen?

These four questions can be converted into the four basic information requirements of a good decision.

1. Possible actions
2. Possible outcomes
3. Probability of outcomes
4. Desirability of outcomes

These four questions and information requirements suggest a number of counseling "techniques". For example, consider the following questions of a decision making client:

1. What else could you do? (that you haven't considered)
2. What other things could happen? (that you haven't considered)

And to assist your client with the second question you could use the "Outcomes or Consequence Window"...

FOUR KINDS OF OUTCOMES

	Positive	Negative
Self		
Others		

EFFECTIVE DECISION MAKING BEHAVIORS

1. Specify the decision to be made in terms of choice:
   - Can you stay the same?
   - Can it be described as a simple choice of two options?
   - Is there a deadline? Short term? Long term?
   - Is it an important decision? Why?

2. Explain the control you have:
   - Do you <u>have</u> to make this choice? Can you?
   - What are the controllable variables?
   - What are the uncontrolled variables? Will they change?
   - What are the constraints? From within? From without?
   - Do you have the skill, knowledge, time, motivation to be an important influence?

3-4. Identify all known alternatives and search for additional:
   - What is your source of information about alternatives?
   - Are these sources biased? Are there other sources?
   - Are there other existing alternatives? Have you eliminated some?
   - Can you, or someone, create new alternatives?

5-6. Identify all known possible outcomes and search for additional:
   - What is your source of information about outcomes?
   - Are these sources biased? Are there other sources?
   - Are there other possible outcomes? Have you "blocked out" some?
   - Have you considered all four types of outcomes?

7. Assess the desirability of outcomes:
   - What is your source of information about desirabilities?
   - Are these sources relevant? Are there other sources?
   - Are there some outcomes you wish to avoid?
   - Are there some outcomes you can't live without?
   - Can you rank and scale these outcomes?

8. Assess the probability of outcomes:
   - What is your source of information about probabilities?
   - Are these sources biased? Are there other sources?
   - Could new information change your assessments?
   - Can you <u>influence</u> the probabilities?

9. Apply the appropriate decision rule:
   - Do you have a repertoire of decision rules? Can you describe them?
   - Have you estimated the "cost effectiveness" of deciding?
   - Are you clear about risks involved?

10. Make adaptive procedures for implementing the decision:
   - Is it possible for you to carry out the course of action selected?
   - Is it dependent on others?
   - Do you have contingency plans?

PITFALLS-COMMON DECISION MAKING MISTAKES

1. Procrastination: Deciding too slowly

   - Waiting too long to get more information
   - Losing an option because of delaying
   - Waiting so long someone else decided for you
   - Deciding tomorrow when you could have decided today
   - Others

2. Implusiveness: Deciding too fast

   - Adopting an alternative too soon
   - Rejecting an alternative too soon
   - Deciding before you know all the facts
   - Others

3. Miscalculating control

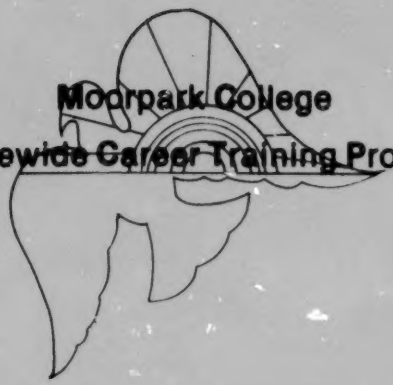
   - Assuming you have more control than you have
   - Assuming you have less control than you have
   - Believing it was your decision when it was not
   - Not being able to carry out a decision after you made it
   - Letting "fate" control a decision you could have influenced
   - Others

4. Misinterpreting information

   - Over or underestimating the significances of information
   - Believing something to be more likely or less likely to happen
   - Failing to consider certain alternatives.
   - Failure to consider certain outcomes
   - Using biased information
   - Forgetting to consider risks
   - Others

5. Unclear Values

   - Not realizing what you wanted most
   - Minimizing serious negative consequences
   - Letting others' values influence you
   - Being unclear about ranking or scaling of values
   - Others



PLANNING SHEET

NAME:_____ COLLEGE:_____

WORKSHOP:_____

TITLE:_____

1. Three tools, ideas, or strategies that I can begin to implement are:

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

2. Three people on my campus who would enjoy hearing about supporting me/joining me, in implementing these ideas are:

   1. _____

   2. _____

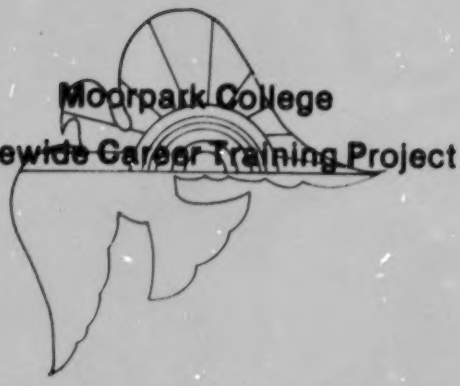
   3. _____

3. Three off-campus people or conference attendees who have expertise in this area and who may be helpful to me are:

   1. _____

   2. _____

   3. _____



TITLE: MULTI-CULTURAL AWARENESS AND THE IMPLICATIONS FOR VOCATIONAL AND CAREER COUNSELING

GOAL: To examine the importance of multi-cultural awareness in providing equal vocational and career opportunities to the culturally different.

OBJECTIVES:

1. To become aware of barriers which might arise in counseling minority clients.
2. To become acquainted with the Stages of Minority Identity Development (M.I.D. Model) and implications for counseling.
3. To explore relevant counseling strategies.

FORMAT: Lecture/Discussion, Lecture/Audio-Visual, Handout/Question-Answer

CONTENT: The presenter will discuss the following:

- Becoming Aware of Counseling Barriers
- M.I.D. Model
- Counseling Strategies

MATERIALS: Audio visual cassette and playback unit, handouts.

COUNSELING AMERICAN MINORITIES

A Cross-Cultural Perspective

By: Donald R. Atkinson, University of California-Santa Barbara
George Morten, University of California-Santa Barbara
Derald Wing Sue, California State University-Hayward

The MID model we propose is not presented as a comprehensive theory of personality development, but rather as a schema to help counselors understand minority client attitudes and behaviors within existing personality theories. The model defines five stages of development that oppressed people may experience as they struggle to understand themselves in terms of their own minority culture, the dominant culture, and the oppressive relationship between the two cultures. Although five distinct stages are presented in the model, the MID is more accurately conceptualized as a continuous process in which one stage blends with another and boundaries between stages are not clear.

It is our observation that not all minority individuals experience the entire range of these stages in their lifetimes. Prior to the turbulent 1960's a decade in which the transition of many individuals through this process was accelerated and, therefore, made more evident, many people were raised and lived out their lives in the first stage. Nor is the developmental process to be interpreted as irreversible. It is our opinion that many minority individuals are raised by parents functioning at level five, but in coming to grips with their own identity, offsprings often move from level five to one of the lower levels. On the other hand, it does not appear that lower levels of development are prerequisite to functioning at higher levels. Some people born and raised in a family functioning at level five appear never to experience a level one sense of identity.

At each level we provide examples of four corresponding attitudes that may assist the counselor to understand behaviors displayed by individuals operating at or near these levels. (It is our contention that minority behavior, like all human behavior, can only be fully understood within the context of the attitudes that motivate it.) Each attitude is believed to be an integral part of any minority person's identity; how he/she views: (a) self, (b) others of the same minority, (c) others of another minority, and (d) majority individuals. It was not our intention to define a hierarchy with more valued attitudes at higher levels of development. Rather, the model is intended to reflect a process that we have observed in our work with minority clients over the past two decades.

SUMMARY OF MINORITY IDENTITY DEVELOPMENT MODEL

Stages of Minority Development Model	Attitude toward self	Attitude toward others of the same minority	Attitude toward others of different minority	Attitude toward dominant group
Stage 1 - Conformity	self-depreciating	group-depreciating	discriminatory	group-appreciating
Stage 2 - Dissonance	conflict between self-depreciating and appreciating	conflict between group-depreciating and group-appreciating	conflict between dominant held views of minority hierarchy and feelings of shared experience	conflict between group-appreciating and group-depreciating
Stage 3 - Resistance and Immersion	self-appreciating	group-appreciating	conflict between feelings of empathy for other minority experiences and feelings of culturo-centrism	group-depreciating
Stage 4 - Introspection	concern with basis of self-appreciation	concern with nature of unequivocal appreciation	concern with ethnocentric basis for judging others	concern with the basis of group depreciation
Stage 5 - Synergetic Articulation and Awareness	self-appreciating	group-appreciating	group-appreciating	selective appreciation

MINORITY IDENTITY DEVELOPMENT MODEL

Stage One -- Conformity Stage

Minority individuals in this stage of development are distinguished by their unequivocal preference for dominant cultural values, over those of their own culture. Their choice of role models, life styles, value system, etc., all follow the lead of the dominant group. Those physical and/or cultural characteristics which single them out as minority persons are a source of pain, and are either viewed with disdain or are repressed from consciousness. Their views of self, fellow group members, and other minorities in general are clouded by their identification with the dominant culture.

A. *Attitude toward self: Self-depreciating attitude.* Individuals who acknowledge their distinguishing physical and/or cultural characteristics consciously view them as a source of shame. Individuals who repress awareness of their distinguishing physical and/or cultural characteristics depreciate themselves at a subconscious level.
B. *Attitude toward members of the same minority: Group-depreciating attitude.* Fellow minority group members are viewed according to dominant held beliefs of minority strengths and weaknesses.
C. *Attitude toward members of different minority: Discriminatory attitude.* Other minority group members are viewed according to the dominant group's system of minority stratification (i.e., those minority groups that most closely resemble the dominant group in physical and cultural characteristics are viewed more favorably than those less similar).
D. *Attitude toward members of dominant group: Group appreciating attitude.* Members of the dominant group are admired, respected, and often viewed as ideal models. Cultural values of the dominant society are accepted without question.

Stage Two -- Dissonance Stage

In the Dissonance stage of identity development, which is typified by cultural confusion and conflict, the minority individual encounters information and/or experiences that are inconsistent with previously accepted values and beliefs, and consequently is led to question and to some degree challenge, attitudes acquired in the Conformity stage.

A. *Attitude toward self: Conflict between self-depreciating and self-appreciating attitudes.* With a growing awareness of minority cultural strengths comes a faltering sense of pride in self. The individual's attitude toward distinguishing physical and/or cultural characteristics is typified by alternating feelings of shame and pride in self.
B. *Attitude toward members of same minority: Conflict between group-depreciating and group-appreciating attitudes.* Dominant-held views of minority strengths and weaknesses begin to be questioned, as new, contradictory information is received. Cultural values of the minority group begin to have appeal.

Stage Two (Contd.)

C. *Attitude toward members of a different minority: Conflict between dominant-held views of minority hierarchy and feelings of shared experience.* The individual begins to question the dominant-held system of minority stratification, and experiences a growing sense of comradeship with other oppressed people. Most of the individual's psychic energy at this level, however, is devoted to resolving conflicting attitudes toward self, the same minority, and the dominant group.

D. *Attitude toward members of dominant group: Conflict between group appreciating and group depreciating attitude.* The individual experiences a growing awareness and not all cultural values of the dominant group are beneficial to him/her. Members of the dominant group are viewed with growing suspicion.

Stage Three -- Resistance and Immersion Stage

In this stage of development, the minority individual completely endorses minority-held views and rejects the dominant society and culture. Desire to eliminate oppression of the individual's minority group becomes an important motivation of the individual's behavior.

A. *Attitude toward self: Self-appreciating attitude.* The minority individual at this stage acts as an explorer and discoverer of his/her history and culture, seeking out information and artifacts which enhance his/her sense of identity and worth. Cultural and physical characteristics which once illicited feelings of shame and disgust at this stage become symbols of pride and honor.

B. *Attitude toward members of the same minority: Group-appreciating attitude.* The individual experiences a strong sense of identification with and commitment to his/her minority group, as enhancing information about the group is acquired. Members of the group are admired, respected, and often viewed as ideal models. Cultural values of the minority group are accepted without question.

C. *Attitude toward members of a different minority: Conflict between feelings of empathy for other minority experiences and feelings of culturocentrism.* The individual experiences a growing sense of camarderie with persons from other minority groups, to the degree to which they are viewed as sharing similar forms of oppression. Alliances with other groups tend to be short-lived, however, when their values come in conflict with those of the individual's minority group. The dominant group's system of minority stratification is replaced by a system which values most those minority groups that are culturally similar to the individual's own group.

D. *Attitude toward members of dominant group: Group-depreciating attitude.* The individual totally rejects the dominant society and culture, and experiences a sense of distrust and dislike for all members of the dominant group.

Stage Four -- Introspection Stage

In this stage of development, the minority individual experiences feelings of discontent and discomfort with group views rigidly held in the Resistance and Immersion Stage, and diverts attention to notions of greater individual autonomy.

Stage Four (Contd.)

A. *Attitude toward self: Concern with basis of self-appreciating attitude.* The individual experiences conflict between notions of responsibility and allegiance to minority group and notions of personal autonomy.
B. *Attitude toward members of same minority: Concern with unequivocal nature of group appreciation.* While attitudes of identification are continued from the preceding Resistance and Immersion stage, concern begins to build up regarding the issue of group-usurped individuality.
C. *Attitude toward members of a different minority: Concern with ethnocentric basis for judging others.* The individual experiences a growing uneasiness with minority stratification that results from culurocentrism and the greater value placed on groups experiencing the same oppression than those experienceing a different oppression.
D. *Attitude toward members of dominant group: Concern with the basis of group depreciation.* The individual experiences conflict between attitude of complete distrust for the dominant society and culture, and attitude of selective trust and distrust according to dominant individuals' demonstrated behaviors and attitudes. The individual also recognizes the utility of many dominant cultural elements, yet is confused as to whether to incorporate such elements into his/her minority culture.

Stage Five -- Synergetic Articulation and Awareness Stage

Minority individuals in this stage experience a sense of self-fulfillment with regard to cultural identity. Conflicts and discomforts experienced in the introspection stage have been resolved, allowing greater individual control and flexibility. Cultural values of other minorities as well as those of the dominant group are objectively examined and accepted or rejected on the basis of prior experience gained in earlier stages of identity development. Desire to eliminate *all* forms of oppression becomes an important motivation of the individual's behavior

A. *Attitude toward self: Self-appreciating attitude.* The individual experiences a strong sense of self-worth, self-confidence, and autonomy as the result of having established his/her identity as an individual, a member of a minority group, and/or a member of the dominant culture.
B. *Attitude toward members of the same minority: Group appreciating attitude.* The individual experiences a strong sense of pride in the group without having to accept group values unequivocally. Strong feelings of empathy with the group experience are coupled with an awareness that each member of the group is an individual.
C. *Attitude toward members of a different minority: Group appreciating attitude.* The individual experiences a strong sense of respect for the group's cultural values coupled with an awareness that each member of the group is an individual. The individual also experiences a greater understanding and support for all oppressed people, regardless of their similarity to the individual's minority group.
D. *Attitude toward members of the dominant group: Attitude of selective appreciation.* The individual experiences selective trust and liking for members of the dominant group who seek to eliminate repressive activities of the group. The individual also experiences an openness to the constructive elements of the dominant culture.

Implications of the MID Model for Counseling

As suggested earlier, the MID model is not intended as a comprehensive theory of personality, but rather as a paradigm to help counselors understand minority client attitudes and behaviors. In this respect, the model is intended to sensitize counselors to: (1) the role oppression plays in a minority individual's identity development, (2) the differences that can exist between members of the same minority group with respect to their cultural identity, and (3) the potential which each individual minority person has for changing his/her sense of identity. Beyond helping to understand minority client behavior, the model has implications for the counseling process itself.

The general attitudes and behaviors which describe minority individuals at the Conformity stage (e.g., denial of minority problems, strong dependence and identification with dominant group, etc.) suggest that clients from this stage are unlikely to seek counseling related to their cultural identity. It is more likely that they will perceive problems of cultural identity as problems related to their personal identity. Clients at this stage are more inclined to visit and be influenced by counselors of the dominant group than those of the same minority. Because of the client's strong identification with dominant group members, counselors from the dominant group may find the conformist client's need to please and appease a powerful force in the counseling relationship. Clients at the Conformity stage are likely to present problems that are most amenable to problem solving and goal-oriented counseling approaches.

Minority individuals at the Dissonance stage of development are preoccupied by questions concerning their concept of self, identity, and self-esteem; they are likely to perceive personal problems as related to their cultural identity. Emotional problems develop when these individuals are unable to resolve conflicts which occur between dominant-held views and those of their minority group. Clients in the Dissonance stage are more culturally aware than Conformity clients and are likely to prefer to work with counselors who possess a good knowledge of the client's cultural group. Counseling approaches that involve considerable self-exploration appear to be best suited for clients at this stage of development.

Minority individuals at the Resistance and Immersion stage are inclined to view all psychological problems (whether personal or social in nature) as a product of their oppression. The likelihood that these clients will seek formal counseling regarding their cultural identity is very slim. In those cases when counseling is sought, it will tend to be only between members of the same minority group, and generally in response to a crisis situation. Therapy for Stage Three clients often takes the form of exposure to, and practice of, the ways and artifacts of their culture. An example of this might be a woman who experiences a release of tension and anxiety because of her involvement in a class on women's liberation. Clients at this stage who do seek counseling are likely to prefer group process and/or alloplastic approaches to counseling.

Clients at the Introspection stage are torn between their preponderant identification with their minority group and their need to exercise greater personal freedom. When these individuals are unable to resolve mounting conflict between these two forces, they often seek counseling. While Introspective clients still prefer to see a counselor from their own cultural group, counselors from other cultures may be viewed as credible sources of help if they share world views similar to those their clientele and appreciate their cultural dilemma. Counselors who use a self-exploration and decision-making approach can be most effective with these clients.

Implications (Contd.)

Clients at the fifth stage of identity development have acquired the internal skills and knowledge necessary to exercise a desired level of personal freedom. Their sense of minority identity is well balanced by an appreciation of other cultures. And, while discrimination and oppression remain a painful part of their lives, greater psychological resources are at their disposal in actively engaging the problem. Attitudinal similarity between counselor and client becomes a more important determinant of counseling success than membership-group similarity.

Discussion of the MID model's implications for counseling is admittedly highly speculative at this point, and the model itself requires empirical verification before more definitive inferences are drawn. We hope the model will stimulate much needed research with regard to minority identity development and that it will serve to make counselors more sensitive to the needs of the minority client.

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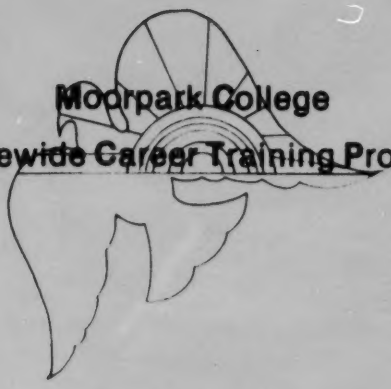


Moorpark College

Statewide Career Training Project

PLANNING SHEET

NAME:_____ COLLEGE:_____

WORKSHOP:_____

TITLE:_____

1. Three tools, ideas, or strategies that I can begin to implement are:

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

2. Three people on my campus who would enjoy hearing about supporting me/joining me, in implementing these ideas are:

   1. _____

   2. _____

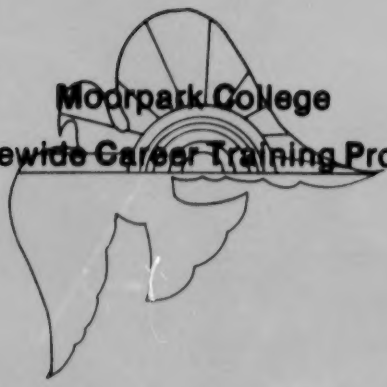
   3. _____

3. Three off-campus people or conference attendees who have expertise in this area and who may be helpful to me are:

   1. _____

   2. _____

   3. _____



TITLE: CAREER PLANNING TOOLS, TECHNOLOGIES, AND ASSESSMENTS

GOAL: For participants to become familiar with new approaches to assessment. For participants to be familiar with the Career Counselor's Resource Directory as a tool for identifying other tools and approaches.

PART I: APPALACHIA EDUCATIONAL LABORATORIES KEYSORT DECK

OBJECTIVES:

1. To understand community college student concerns that this approach to assessment might address.
2. To use an understanding of the Department of Labor work classification system to address those student concerns.
3. To use "work activities" to help students define their career interests.
4. To use the Keysort Deck to link work activity preferences to the Department of Labor work classification system.
5. To learn how to build a career planning program around use of the Keysort Deck.

FORMAT: Lecture/Overhead Transparencies/Demonstration/Group Exercise

CONTENT: Lecture on typical frustrations community college students face as they approach career planning:

"I don't know the whole range of work from which I might choose."
"I don't know how to describe what I want."
"I don't know the name of what I want to look up in the Career Center."
"I don't know how to identify all the occupations that might relate to my interests."

Lecture on the Department of Labor work classification system, including the 12 Career Areas and the 66 Worker Trait Groups.

Lecture on using the concept of "work activities" to define interests. Group exercise where each participant completes a Work Activities checklist.

Demonstration of the Keysort Deck as a tool for linking work activity preferences to related occupations. Group exercise of participants sorting their own "work activity" preferences from the Keysort Deck.

CONTENT: (Cont.)	Lecture on additional uses of the Keysort Deck, including use of work situations, general educational development, level of education, and physical demands.
	Lecture on integrating a Keysort Deck activity into a total career planning program on a community college campus.
ACTIVITIES:	Participants will complete a Work Activities Checklist.
	Participants will sort out their Work Activity preferences on a Keysort Deck.
MATERIALS:	Hand-outs, Work Activities Checklist, Keysort Decks, Worker Trait Group Guide, Dictionary of Occupational Titles, and Guide for Occupational Exploration.

MODEL WORKSHOP

INTRODUCTION TO CAREER PLANNING USING

THE APPALACHIA EDUCATIONAL LABORATORIES KEYSORT DECK

Objectives

1. For participants to learn from an "ice-breaker" exercise personal qualities which may influence their career decision-making.

2. For participants to understand a work classification system which organizes work according to worker requirements and activities.

3. For participants to learn a system for linking work activity preferences with corresponding occupations.

4. For participants to learn how to research those occupations using the resources of their local career center.

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Workshop Outline

OBJECTIVE #1: For participants to learn from an "ice-breaker" exercise personal qualities which may influence their career decision-making.

ACTIVITIES

1. Introduce the Name-Tag exercise by explaining that each individual has different needs based on his own interests, skills, needs, abilities, and personality. The purpose of the exercise is to have participants focus on some of their unique qualities and needs as they think of career planning.

2. Pass out 4" x 5" cards with a straight pin in the top. Ask participants to complete the information below:

New things you would like to learn		Last 3 jobs
	NAME adjective	
Fantasy occupation		Preferred environment

3. Use the following guidelines to explain each item as each participant writes down his response:

Name: write your first name or what you wish the group to call you.

Adjective: write one word which describes you.

Last three jobs: You have been making choices in the past which are clues to your values and needs. Think of what you liked and disliked about each past job. Identify your past career pattern:

TRANSIENT--temporary jobs with no pattern.
STEADY STATE--staying within the same field.
LINEAR--"climbing the corporate ladder", taking on new skills and responsibilities with each move.
SPIRAL--making major career changes every 5 to 7 years, seeking self-actualization.
(Michael Driver, University of Southern California)

Preferred environment: write down an environment where you would enjoy working. Name it (i.e. farm, large corporation, hospital, industrial plant, bank, restaurant, college, small village, on the road) or describe it (i.e. quiet, modern, bustling, out-of-doors, intellectual, carefree).

Fantasy career: fantasies can give you clues about your values. What would you do if you could do anything you wanted? Time, money, and power would not be constraints.

New things you want to learn: Developing a career is a continual process of using opportunities to add to the assets we have to open doors. As you continue to develop yourself, what new things do you want to learn?

4. Ask participants to pin on their "name tag" and circulate, reading everyone's name tag and asking individuals about their responses to the items.

OBJECTIVE #2: For participants to understand a work classification system which organizes work according to worker requirements and activities.

ACTIVITIES:

1. Discuss frustrations of not "knowing what's out there" when trying to make a career decision; and problems in using a career center when you do not know the "name" of what you want to look up. Introduce the solution of understanding how work is organized.

2. Describe the Department of Labor work classification system and how it is organized in the Dictionary of Occupational Titles and the Guide to Occupational Exploration.

3. Review the 12 Career Areas giving examples of the types of occupations in each category. Ask participants to mentally identify a Career Area where they have some interest.

4. Introduce the 66 Worker Trait Groups and demonstrate how they are hierarchical in each Career Area, based on level of skill or expertise required. Ask participants to think about the level of education they are planning to attain.

OBJECTIVE #3: For participants to learn a system for linking work activity preferences with corresponding occupations.

ACTIVITIES:

1. Describe the ten work activities which can be used to describe occupations.

2. Ask each participant to complete the Work Activities checklist (McKnight Publishing Company), rating preferences for the ten activities.

3. Demonstrate the use of the Keysort Deck to sort out Worker Trait Groups containing the preferred work activities.

4. Distribute Keysort Decks to the group and allow sufficient time for each person to complete a sort of his work activity preferences and become familiar with the Deck.

5. Explain additional uses of the Keysort Deck, including sorts for work situations, general educational development, education, and physical abilities.

OBJECTIVE #4: For participants to learn how to research occupations using the resources of their local career center.

ACTIVITIES:

1. Explain how to use the Guide to Occupational Exploration or the Worker Trait Group Guide to identify occupations in a Worker Trait Group.

2. Show examples of cross-indexes that link worker trait groups to the Occupational Outlook Handbook, the Encyclopedia of Careers, the California Occupational Guides, and others.

3. Identify resources in your local career center.

4. Explain additional career planning activities offered through the College which can be used as a follow-up to this workshop.

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The Keysort Deck, Worker Trait Group Guide, Work Activity checklists, and related materials are available through McKnight Publishing Company, Bloomington, Illinois 61701.

The Dictionary of Occupational Titles and the Guide for Occupational Exploration are available through McKnight Publishing Company and the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

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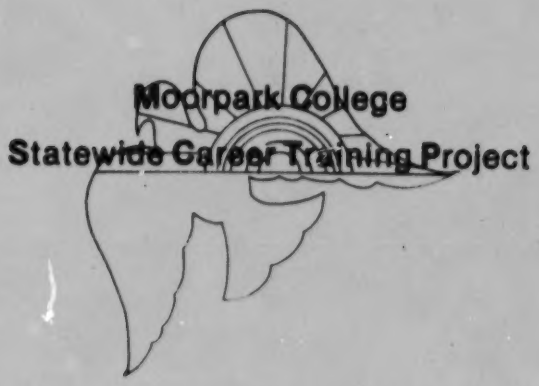

TITLE: CAREER PLANNING TOOLS, TECHNOLOGIES, AND ASSESSMENTS

GOAL: For participants to become familiar with new approaches to assessment. For participants to be familiar with the Career Counselor's Resource Directory as a tool for identifying other tools and approaches.

PART II: PERFORMAX PERSONAL PROFILE SYSTEM AND JOB FACTOR ANALYSIS SYSTEM

OBJECTIVES:

1. To understand unique career planning needs of working adults.
2. To understand the attitudes and needs of business and industry regarding career planning.
3. To become familiar with career planning tools that match individual skills with job requirements.
4. To learn how to use the Performax materials as a career infusion tool in community college classes.

FORMAT: Lecture/Overhead Transparencies

CONTENT: Lecture on the growth of working adults in community colleges and their need for a different approach to career planning.

Lecture on the attitudes of business and industry regarding career planning:

- -Policies of promoting from within.
- -Use of performance appraisals.
- -Emphasis on functional and adaptive skills.
- -Responsibility left up to the individual to determine a career path.

Explanation of the Performax Personal Profile System and the Job Factor Analysis System.

Lecture on use of Performax materials as a career infusion tool in community college classes.

MATERIALS: Hand-outs, samples of the Performax Personal Profile System and the Job Factor Analysis System.

PERSONAL PROFILE SYSTEM

What does it measure?

All of us have developed behavioral patterns--distinct ways of thinking, feeling, and acting. The central core of our patterns tends to remain stable because it reflects our individual identities. However, the demands of the work environment often require different responses that evolve into a work behavioral style. The Personal Profile System measures your work behavioral style and your personal or instinctive style of behaving, allowing you to compare the differences between behaviors you need to use at work and behaviors which you naturally use.

What do you learn?

The Personal Profile System presents a plan to help you understand self and others in the work environment. You are the central focus as you heighten understanding of your style and identify the environment most conducive to your success. At the same time, you learn about the differences of others and the environment they require for maximum productivity and harmony in the work organization.

How will it make you more effective?

The Personal Profile is not a test. You cannot pass or fail. There isn't a best pattern. Research evidence supports the conclusion that the most effective people are those who know themselves, know the demands of the situation, and adapt strategies to meet those needs. In summary, the Personal Profile System enables you to:

* Identify your work behavioral style.
* Create the motivational environment most conducive to success.
* Increase your appreciation of different work styles.
* Identify and minimize potential conflicts with others.

- -

JOB FACTOR ANALYSIS SYSTEM

What does it measure?

The Job Factor Analysis allows you to measure how you view the requirements and expectations of your job. Given to your supervisor, it also allows you to see his view of the requirements and expectations of your job.

What do you learn?

The Job Factor Analysis System gives you knowledge of a job--your own or that of another--that goes far beyond the traditional job description. It measures the human factor and gives you an accurate view of the way each person involved actually perceives the behavioral demands of any given job. Seeing the similarities and differences in people's perceptions enables you to improve communication and thus remove one of the obstacles that stands in the way of harmonious, efficient performance.

How will it make you more effective?

Understanding the behavioral demands of your job -- and other jobs within your organization--can lead to higher job satisfaction and lower turnover. By using the Job Factor Analysis to clarify job requirements and expectations you can improve communication, appraise your own job performance, and become more efficient at adapting to the needs of your position.

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SUGGESTED USES OF PERFORMAX MATERIALS IN COMMUNITY COLLEGE CLASSES

1. The PPS and JFA can be used as career infusion tools in business administration, management, and supervision classes to have participants define their work behavior skills and the expectations of supervisory or management positions.

2. Use the PPS and JFA in work experience classes to help students measure and understand the requirements of their jobs. Use it also to define future job targets and better understand their own career needs.

3. Use the PPS in communication arts classes to understand human differences in communication. Relate that to working as part of a team on a job.

4. Use the PPS and JFA in individual career counseling or career planning classes for adults making mid-career changes. The instruments allow participants to diagnose past career problems in a scientific and systematic way.

5. Use the PPS and JFA in classes that are taught on-site in industrial and business locations to help participants define their educational needs. Relate that information to offerings at the community college which will meet their needs.

6. Use the PPS in psychology classes to define human differences in communication styles, work styles, and approach or resistence to change. Have the Career Center staff offer to teach this class with follow-up career counseling available in the Career Center.

7. Use the PPS in peer counseling training classes for student workers. It will help them understand and respect behavioral differences in the students they work with. It will also help them understand their co-workers and be more effective in working together as a team.

8. Suggest that the Student Council use the PPS as a team building tool for its members. Using a tool which is widely used in business and industry for such purposes will give them status, credibility, and valuable professional training in team building.

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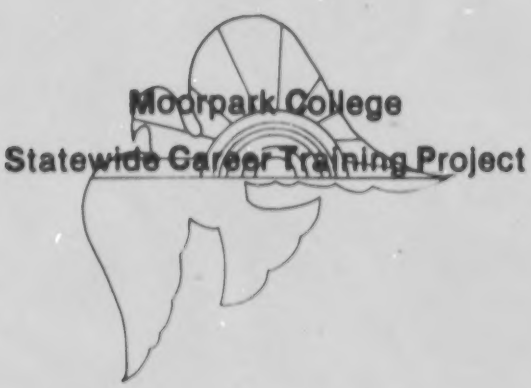
Definitions of the PPS and JFA adapted from Performax materials.



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GOAL: For participants to become familiar with new approaches to assessment. For participants to be familiar with the Career Counselor's Resource Directory as a tool for identifying other tools and approaches.

PART III: SKILL IDENTIFICATION

OBJECTIVES:

1. To understand the differences between functional, adaptive, and content skills.
2. To understand skill identification as it relates to Data/People/Things.
3. To understand how to identify transferrable skills, particularly for re-entry adults and mid-career changers.
4. To be able to identify "motivated" skill patterns.

FORMAT: Lecture/Overhead Transparencies/Group Exercise

CONTENT: Lecture on definitions of functional, adaptive, and content skills:

-Relative importance regarding success on the job.
-Use of appropriate skill words in an interview.
-Use of skill words in writing a resume.

Lecture on Data/People/Things skills:

-D.O.T. definitions
-Examples of exercises
-Relating Data/People/Things to the Work Activities checklist

Lecture on identifying transferrable skills:

-Achievement analysis
-Job task analysis

CONTENT: (Cont.)

Lecture on identifying "motivated" skill patterns:

- -Preferred skills
- -Preferred environment
- -Object of achievements
- -Role in relation to others
- -Personal style
- -Pay-off

Group exercise where participants will identify achievements, share one achievement in a small group, and identify (with the help of the group) their motivated skill pattern.

ACTIVITIES:

Group exercise to identify motivated skill pattern. Participants will list achievements over their lifespan and write a short paragraph about one. They will then break into groups of 3 to share their achievement and have group members identity motivated skill pattern.

SKILLS · SKILLS · SKILLS · SKILLS

CAREER AREA 01: ARTISTIC

Performing skills

Speaking to groups
Being articulate
Entertaining others
Acting
Conducting or directing
Demonstrating products or techniques
Modeling
Having poise in public appearances
Lecturing
Playing music
Expressing feelings
Exhibiting
Using humor
Moving with grace and rhythm
Coordinating body movements/having a sense of rhythm

Using Creativity

Abstracting/conceptualizing/formulating
composing or arranging music
inventing new products
creating set designs
designing/painting/drawing/photographing
displaying products in store windows
writing/critiquing
making layouts for newspapers, posters or flyers
sketching pictures, charts, or diagrams
being innovative
expressing original ideas

Other

Enduring long hours of practice
Being competitive
Having a high level of perfection
Communicating effectively
Having a good sense of color
Visualizing concepts
Making things
Decorating
Lettering

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SKILLS · SKILLS · SKILLS · SKILLS

CAREER AREA 02: SCIENTIFIC

Intellectual Skills

Conceiving, developing and generating ideas
Inventing
Innovating
Improvising
Experimenting with new approaches
Demonstrating originality
Synthesizing
Integrating
Relating abstract ideas
Creating
Visualizing
Forecasting
Designing
Understanding
Learning quickly
Making critical decisions
Concentrating and remaining alert for long periods

Researching and Investigating Skills

Anticipating problems/trouble-shooting
Skilled at clarifying problems
Interviewing
Inspecting/examining
Surveying needs
Collecting information
Analyzing
Testing
Problem solving
Diagnosing
Having a good memory
Evaluating
Using mathematical models
Finding sources of information

Laboratory Skills

Collecting samples or data
Compiling data
Dealing with unknowns
Working as part of a team
Estimating outcomes
Evaluating information

SKILLS • SKILLS • SKILLS • SKILLS

Handling detail work
Investigating
Setting up scientific equipment
Making accurate measurements
Monitoring progress
Observing differences
Operating scientific equipment
Using a computer/programming a computer
Predicting results
Preparing specimens
Recording information
Timing experiments
Using scientific instruments
Working with precision
Interpreting data
Doing statistical analyses
Ability to use formulas
Ability to read charts and graphs
Ability to recognize color differences

SKILLS • SKILLS • SKILLS • SKILLS

CAREER AREA 03: PLANTS AND ANIMALS

Lifting/pushing/pulling
Carrying
Loading/unloading
Feeding/tending
Operating machinery
Using hand tools
Fixing/repairing tools or equipment
Cultivating or growing things
Planting
Landscaping
Groundskeeping
Trimming trees
Being physically strong
Being physically coordinated
Driving farm equipment
Farming
Inspecting crops
Knowing the habits and physical needs of animals
Grooming or treating animals
Training animals
Having patience with routine work

SKILLS • SKILLS • SKILLS • SKILLS

CAREER AREA 04: PROTECTIVE

Knowledge of laws and safety rules
Using guns and safety equipment
Working under pressure in face of danger
Patrolling
Keeping physically fit
Using physical strength
Staying calm
Trouble-shooting
Anticipating problems
Reasoning with people
Using personal judgement
Quickly sizing up a person or situation
Being able to remember faces and numbers such as licenses
Helping people in crisis situations
Ability to give clear instructions
Taking risks
Leading others
Noticing things out of order
Making quick decisions
Following through on plans and instructions
Dispensing information
Handling complaints
Breaking up fights
Interviewing people for information
Approaching strangers
Defensive driving
Assessing people's needs
Quickly sizing up situations

CAREER AREA 05: MECHANICAL

Knowledge of mathematics or physics
Building or constructing
Repairing electronic equipment
Reading blueprints
Supervising the work of others
Operating tools or machinery
Making fine measurements
Designing tools or machines
Ability to perform detail work with great accuracy
Good eye-hand coordination
Ability to operate a plane, ship, vehicle, or heavy equipment
Ability to cook
Calculating amounts for ordering food
Using measuring and testing equipment
Lifting
Warehousing
Counting, sorting, or weighing articles
Receiving, storing, or issuing parts
Using hand tools
Climbing and balancing
Computing amounts of materials to use
Ability to estimate distances
Designing or making
Drilling
Welding
Washing
Fixing, adjusting, or tuning
Working under stress
Prioritizing tasks
Installing equipment
Meeting deadlines

SKILLS • SKILLS • SKILLS • SKILLS

SKILLS • SKILLS • SKILLS • SKILLS

CAREER AREA 06: INDUSTRIAL

Reading and understanding blueprints
Doing precision assembly work
Planning schedules for workers
Detecting small differences in shape, size, and texture
Teaching other workers how to operate machines
Assembling parts
Setting up and adjusting machines
Measuring, computing, or recording information
Inspecting products
Detecting flaws in materials
Using precision instruments
Following instructions carefully
Paying attention to safety rules
Operating equipment
Tolerating noise
Performing maintenance functions
Feeding or tending machines
Cleaning and adjusting machines
Lifting and carrying materials
Supervising other workers
Good eye-hand coordination
Patience with routine work

CAREER AREA 07: BUSINESS DETAIL

Manual Skills

Operating computer terminals
Typing
Operating bookkeeping machines
Using xerox, mimeograph or ditto machines
Using a dictaphone
Using adding machines
Operating a switchboard
Operating a cash register
Using a calculator
Using a type-setting machine
Making minor repairs on machines
Oiling and maintaining machines
Operating a keypunch machine
Operating office equipment

Clerical Skills

Recognizing errors in spelling, grammar, and punctuation
Filing
Proof-reading
Taking shorthand
Recording information
Computing hours, charges etc.
Making change at a cash register
Paying attention to detail
Knowledge of bookkeeping or accounting
Ability to compose letters
Answering correspondence
Explaining procedures
Finding information
Handling detail work
Processing information
Remembering large quantities of information
Updating files
Transcribing
Reconciling financial statements
Posting ledgers
Taking minutes at meetings
Following through on instructions
Expert at getting things done
Anticipating problems
Having good telephone skills
Gathering and recording numerical data

Maintaining a high degree of accuracy
Knowing billing procedures
Preparing payrolls
Arranging meetings
Classifying information
Compiling data
Coordinating events, room schedules etc.
Estimating costs

People Skills

Using tact and courtesy with the public
Handling complaints
Overseeing the work of others
Giving directions that are easily understood
Dealing with pressure
Interviewing
Listening carefully
Meeting the public
Obtaining information from others
Tolerating difficult people
Dispensing information
Remembering people
Determining customer needs

CAREER AREA 08: SELLING

Influencing others
Selling/promoting/negotiating/persuading
Explaining information
Approaching strangers
Preparing contracts
Gaining trust of others
Knowing credit rules and regulations
Planning and managing your own time and work
Working under pressure
Speaking to the public
Arranging merchandise attractively
Demonstrating products
Developing rapport with others
Leading
Keeping records of sales
Operating a cash register
Being imaginative in suggesting products for customers
Creating displays
Entertaining clients
Finding merchandise for customers
Handling customer complaints
Meeting the public
Negotiating contracts
Planning calls on customers
Predicting needs of customers
Predicting when inventory needs to be re-ordered
Doing inventories
Remembering people
Representing an employer
Having good telephone skills

CAREER AREA 09: ACCOMMODATING

Making others comfortable or feeling at ease
Taking tickets
Carrying baggage
Ushering
Using correct grammar
Giving clear instructions
Remaining calm in emergencies
Organizing events
Waitressing
Hosting/hostessing
Bartending
Handling customers with tact and courtesy
Standing for long periods
Manicuring
Cutting hair
Knowing skin and hair care techniques
Dealing with the public
Operating cars or busses
Reading road maps
Understanding traffic regulations
Adding costs and making change
Carrying luggage or other items
Serving food
Bussing tables
Helping others
Anticipating needs
Arranging events
Handling complaints
Dealing patiently with difficult people
Locating information for others
Giving directions on how to get somewhere
Approaching strangers
Remembering names and faces
Talking to others
Relating well to the public
Referring people to others who can help them

CAREER AREA 10: HUMANITARIAN

People Skills

Inspiring trust
Advising
Confronting issues or people
Finding people who can be helpful to you or others
Facilitating a group
Handling complaints
Training or teaching others
Motivating others
Delegating responsibility
Interviewing
Listening
Negotiating
Obtaining information
Persuading
Politicking
Tolerating difficult people
Conveying understanding
Remembering people
Enlightening
Rehabilitating
Inspiring
Empowering
Encouraging
Communicating effectively
Helping people make their own decisions
Counseling
Modifying behavior
Being sensitive to others
Having empathy
Adept at treating people fairly
Communicating warmth
Being tactful
Looking after/caring for others
Remaining calm in crisis situations
Working well on a team
Nursing
Understanding
Working well with sick people

SKILLS · SKILLS · SKILLS · SKILLS

Program Development Skills

Administering
Advising
Evaluating the performances of individuals
Evaluating programs or services
Coordinating events
Making decisions
Delegating
Setting goals
Assessing objectives
Developing plans to meet objectives
Anticipating problems
Trouble-shooting
Establishing priorities
Deciding on job content
Staffing abilities
Directing/leading
Training others
Ability to resolve conflicts
Tracking progress of activities
Gathering information
Anticipating future needs
Forecasting outcomes
Predicting
Promoting
Proposal writing
Recruiting
Problem solving

Leadership Skills

Speaking in front of a group
Directing others
Making decisions
Organizing a group
Taking risks
Promoting ideas or programs
Performing
Group facilitating
Motivating others
Inspiring others
Conducting meetings
Initiating
Excellent at organizing one's time
Seeing and seizing opportunities
Bringing about change

Decisive in emergencies
Able to make the hard decisions
Having enthusiasm for tasks
Expediting

Special knowledges

Understanding public policies regarding welfare, parole, college admissions etc.
Personal counseling techniques
Knowing community resources
Knowing how to prepare family budgets
Nursing skills and techniques
Medical terminology
Teaching techniques for the mentally retarded or handicapped
Sign language
Braille
Science background
First aid
Child development/adolescent development
Statistics
Writing proposals

CAREER AREA 11: LEADING-INFLUENCING

Organizational and Management Skills

Administering
Advising
Evaluating performances of individuals
Evaluating programs or services
Arranging events
Confronting issues or people
Coordinating events
Deciding
Delegating
Finding people who can be helpful to you or others
Group facilitating
Handling complaints
Setting goals
Planning
Assessing objectives
Developing plans to meet objectives
Anticipating problems
Trouble-shooting
Establishing priorities
Deciding on job content
Staffing abilities
Directing
Training others
Motivating others
Ability to resolve conflicts
Ability to measure performance with relevant standards
Tracking progress of activities
Gathering information
Anticipating future needs
Forecasting outcomes
Predicting
Promoting
Proposal writing
Recruiting
Representing an employer to the public
Selling ideas
Supervising
Timing
Problem solving

SKILLS · SKILLS · SKILLS · SKILLS

Human Relations Skills

Administering
Advising
Evaluating performances
Committee work
Counseling
Delegating responsibility
Dispensing information
Fund-raising
Group facilitating
Handling complaints
Interviewing
Listening
Managing
Mediating
Meeting the public
Motivating
Negotiating
Obtaining information
Organizing
Persuading
Politicking
Questioning
Recruiting others
Selling
Supervising
Talking
Teaching
Tolerating
Relating to others
Conveying understanding
Remembering people
Briefing
Informing
Enlightening
Rehabilitating

Data Skills

Abstracting
Conceptualizing
Analyzing
Auditing
Budgeting
Calculating
Classifying
Collecting information

SKILLS · SKILLS · SKILLS · SKILLS

Compiling statistical data
Developing mathematical models
Estimating costs
Handling detail work
Record keeping
Researching/investigating
Updating information
Managing a budget
Doing cost analysis

SKILLS • SKILLS • SKILLS • SKILLS

CAREER AREA 12: PHYSICAL PERFORMING

Coaching a team
Inspecting equipment
Umpiring
Playing on a team
Knowing official playing rules
Working under physical and mental pressure of competition
Judging distance, speed and movements
Taking risks
Practicing long hours
Having good physical coordination
Performing in front of an audience
Agility
Eye-hand-foot coordination
Skilled at sports
Abile to sustain peak performances
Motivating players
Working as a team

SKILLS · SKILLS · SKILLS · SKILLS

ADAPTIVE SKILLS

Dependability
Integrity
Emotional stability
Understanding
Initiative
Good judgement
Maturity
Adjustability
Drive
Self-confidence
Good manners
Poise
Adaptable
Able to work under pressure
Ambitious
Calm
Cheerful
Friendly
Confident
Disciplined
Effervescent
Efficient
Energetic
Happy
Helpful
Imaginative
Creative
Intelligent
Knowledgable
Lively
Logical
Perceptive
Realistic
Responsible
Good humored
Competent
Stable
Tactful
Tenacious
Tolerant
Loyal
Honest
Articulate
Courteous
Professional
Successful
Productive
Versatile
Ambitious
Willing to work hard
Having a sense of humor
Caring
Self starter
Diligent

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APPENDIX

Explanation of Data, People and Things

Much of the information in this publication is based on the premise that every job requires a worker to function in some degree to Data, People and Things. These relationships are identified and explained below. They appear in the form of three listings arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex.[1] The identifications attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job.

A job's relationship to Data, People and Things can be expressed in terms of the lowest numbered function in each sequence. These functions taken together indicate the total level of complexity at which the worker performs. The fourth, fifth and sixth digits of the occupational code numbers reflect relationships to Data, People and Things, respectively.[2] These digits express a job's relationship to Data, People and Things by identifying the highest appropriate function in each listing as reflected by the following table:

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding - Offbearing
	7 Serving	7 Handling
	8 Taking Instructions - Helping	

Definitions of Worker Functions

DATA: Information, knowledge, and conceptions, related to data, people, or things, obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalization.

0 Synthesizing: Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1 Coordinating: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determination and/or reporting on events.

2 Analyzing: Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

---

[1]As each of the relationships to People represents a wide range of complexity, resulting in considerable overlap among occupations, their arrangement is somewhat arbitrary and can be considered a hierarchy only in the most general sense.

[2]Only those relationships which are occupationally significant in terms of the requirements of the job are reflected in the code numbers. The incidental relationships which every worker has to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job, are not reflected.

3. Compiling: Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

5 Copying: Transcribing, entering, or posting data.

6 Comparing: Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Human beings; also animals dealt with on an individual basis as if they were human.

0 Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

1 Negotiating: Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions, or solutions.

2 Instructing: Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3. Supervising: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency. A variety of responsibilities is involved in this function.

4 Diverting: Amusing others. (Usually accomplished through the medium of stage, screen, television, or radio.)

5 Persuading: Influencing others in favor of a product, service, or point of view.

6 Speaking-Signaling: Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 Serving: Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

8 Taking Instructions-Helping: Helping applies to "non-learning" helpers. No variety of responsibility is involved in this function.

THINGS: Inanimate objects as distinguished from human beings, substances or materials; machines, tools, equipment and products. A thing is tangible and has shape, form, and other physical characteristics.

0 Setting up: Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions,

change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 Precision Working: Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

2 Operating-Controlling: Starting, stopping, controlling, and adjusting the progress of machines or equipment. Operating machines involves setting up and adjusting the machine or material(s) as the work progresses. Controlling involves observing gages, dials, etc., and turning valves and other devices to regulate factors such as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials.

3 Driving-Operating: Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 Manipulating: Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 Tending: Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 Feeding-Offbearing: Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 Handling: Using body members, handtools, and/or special devices to work, move or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

Reprinted from the Dictionary of Occupational Titles.

I HAVE

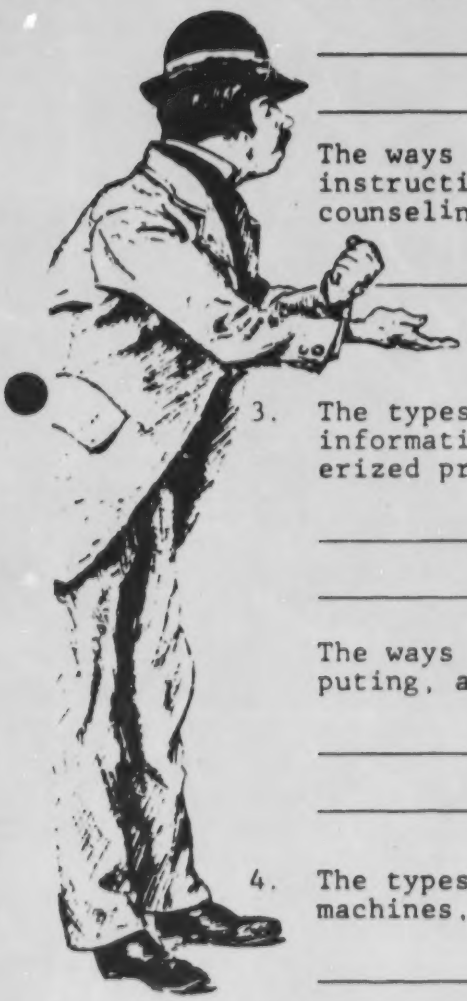
DATA PEOPLE THINGS

I HAVE	HOW OFTEN	HOW WELL	HOW MUCH ENJOYED	TOTAL POINTS
Worked with ideas				
Kept records				
Handled detailed info.				
Organized projects				
Done Research				
Followed plans				
Worked with numbers				
Taken Inventory				
Worked with individuals				
Worked with groups				
Helped people				
Supervised others				
Worked with youth				
Worked with elderly				
Worked with sickly				
Trained people				
Worked with machinery				
Worked with tools				
Sold products				
Operated Equipment				
Repaired Equipment				
Assembled products				
Inspected products				
Constructed or built things				
TOTAL	5 Always 4 Frequently 3 Occasionally 2 Rarely 1 Never	5 Very Well 4 Well 3 Okay 2 Fair 1 Badly	5 Very Much 4 Quite a Bit 3 Somewhat 2 A Little 1 Not At All	

1. Mainly, I want to work with (rank in order of preference)

   (A) _____PEOPLE (B) _____DATA (C) _____ THINGS

2. The types of people I would most like to work with are (e.g. age, socio-economic, educational, racial/ethnic characteristics, etc.):



   _____

   _____

   The ways in which I want to work with them are (e.g., instructing/supervising, help solve problems, negotiating, counseling, persuading, serving, etc.)

   _____

   _____

3. The types of data I would most like to work with are (e.g., informational reports, creative writing, research, computerized programs, etc.):

   _____

   _____

   The ways in which I want to work with data are (e.g., computing, analyzing, comparing, coordinating, etc.):

   _____

   _____

4. The types of things I would most like to work with are (e.g., machines, building, small appliances, laboratory equipment,etc.):

   _____

   _____

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IDENTIFYING TRANSFERRABLE SKILLS FOR TEACHERS

Tasks	Functional Skills
Teaching	Training, coordinating, communicating, arbitrating, coaching, group facilitating.
Making lesson plans	Designing curricula, incorporating learning strategies, problem solving, developing rapport.
Assigning grades	Evaluating, examining, assessing performance, interpreting test results, determining potential of individuals, monitoring progress.
Writing proposals	Assessing needs, identifying targets, setting priorities, designing evaluation models, identifying relevant information, making hypotheses about unknown phenomena, designing a process, judging likely costs of a project, researching funding sources.
Advising the Yearbook	Planning, promoting, fund-raising, group facilitating, handling detail work, meeting deadlines, assembling items of information into a coherent whole, classifying information, coordinating, creating, dealing with pressure, delegating tasks, displaying ideas in artistic form, editing, making layouts.
Supervising teacher interns	Training, evaluating, mentoring, monitoring progress, diagnosing problem areas, inspiring, counseling, guiding.
Interpreting diagnostic tests	Screening, placing, identifying needs, diagnosing.
Interacting with students, parents, and administration	Confronting, resolving conflicts, establishing rapport, conveying warmth and caring, drawing out people, offering support, motivating, negotiating, persuading, handling complaints, mediating, organizing, questioning, trouble shooting.
Chairing a department	Administering, anticipating needs or issues, arranging meetings, creating and implementing committee structures, coordinating, delegating tasks, guiding activities of a team, having responsibility for meeting objectives of a department, negotiating, organizing, promoting, trouble shooting.

IDENTIFYING TRANSFERRABLE SKILLS FOR A LIBERAL ARTS MAJOR

Liberal Arts Education	Functional Skills
Level of thinking	Researching, information-gathering, analyzing, dissecting information, organizing, classifying, problem solving, separating important from unimportant, diagnosing cause and effect relations, systematizing or putting things in order.
Communication skills	Speaking to a group, leading or directing others, selling, promoting, negotiating, writing effectively, reading rapidly.
General Education	Familiarity with scientific method, knowledge of scientific terminology, familiarity with graphs and charts, ability to develop mathematical models, knowledge of library research tools, ability to think logically and abstractly, understanding of the principles of economics.
Self-management skills	Meeting deadlines, quickly sizing up a person or situation accurately, paying attention to detail, following through on assignments, sense of timing, anticipating needs, budgeting time or money.

MOTIVATED SKILLS EXERCISE

In each segment of your life list up to three activities or achievements that were things you did well, enjoyed doing, and were proud of.

	WORK	SCHOOL	LEISURE
Childhood to age 13			
14 to 17			
18 to 22			
23 to 29			
30 to 39			
40 to 49			
50 to 59			

MOTIVATED SKILLS EXERCISE

Choose a significant achievement to write about in detail. Be sure to include whether you did anything to plan or prepare for this event, how the event started, details of the activity, your role in relation to others, and evidence of your success.

ACHIEVEMENT	SKILLS

MOTIVATED SKILLS ANALYSIS

What skills do you prefer to use?
(i.e. organizing, building, coordinating, problem-solving, creating, performing)

What environments do you enjoy?
(i.e. outdoors, fast-paced, intellectual, casual, artistic, profit-motivated)

What do your achievements center around?
(i.e. projects, people, ideas, machines, travel, systems, procedures, groups)

What role do you play in relation to others?
(i.e. leader, seller, negotiator, guide, helper, counselor, loner, influencer, rescuer)

What is your personal style?
(i.e. enthusiastic, perfectionist, straight-forward, hang loose, energetic, committed)

What is your personal pay-off (what do <u>you</u> get out of your achievements?)?
(i.e. recognition or appreciation, a chance to help someone, solving a problems, creating a product, being the best, acquiring things, getting people to work together)

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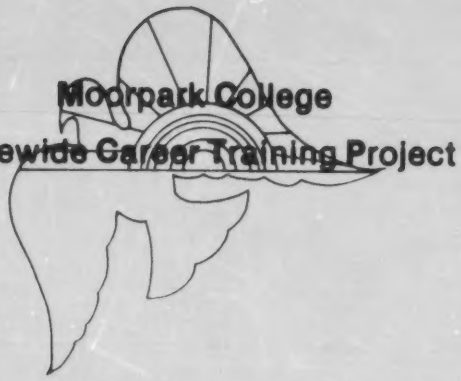

TITLE: CAREER PLANNING TOOLS, TECHNOLOGIES, AND ASSESSMENTS

GOAL: For participants to become familiar with new approaches to assessment. For participants to be familiar with the Career Counselor's Resource Directory as a tool for identifying other tools and approaches.

PART IV: WORK EVALUATION

OBJECTIVES:

1. To understand the concept of work evaluation.
2. To understand the scope of materials that are part of work evaluation.
3. To learn the variety of ways work evaluation can be used in a community college setting.

FORMAT: Audio-visual presentation/Lecture/Demonstration

CONTENT: Audio-visual presentation on the concept of work evaluation, focusing on work samples and use with community college students.

Lecture on the scope of materials that are part of work evaluation:

- -Achievement (reading, mathematics, spelling, etc.)
- -Interest
- -IQ
- -Vocational Aptitude
- -Job Seeking Skills
- -Physical Skills (tolerance, dexterity, balance, coordination, strength, range of motion)
- -Perceptual (auditory, visual, tactile)
- -Personality/Emotional
- -Specific Disability Tests

Demonstration of the Valpar drafting and electronics work sample.

Lecture on using work evaluation approaches in a community college.

MATERIALS: Valpar drafting and electronics work samples.

SUMMARY: Review of the Community College Counselors' Resource Book

ASSESSMENT REVIEW CHART

REF NUMBER	NAME	TYPE: INTEREST	TYPE: ABILITY	TYPE: WORK SAMPLE	TARGET POP. by grade level: K	1	2	3	4	5	6	7	8	9	10	11	12	SCORING: SELF	HAND	COMPUTER	READING BY GRADE LEVEL: NON	K	1	2	3	4	5	6	7	8	9	10	11	12	ADMIN. TIME IN MINUTES: 10	30	60	61 AND UP
01	APPRAISAL		X																X																		X
02	APT. TEST		X				X											X	X	X																	X
03	ASVAB		X				X													X																	X
04	B.E.S.T.		X				X													X	X																X
05	BOLT		X				X												X	X		X														X
06	BENNETT		X				X												X	X																	
07	C.A.S.E.	X					X											X	X		X																
08	COPS	X					X											X	X																		
09	COPS II	X			X		X											X	X																		
10	CAPS		X				X											X	X	X		X															
11	CAR. ASS. INV.	X					X													X																	
12	COATS	X	X	X			X												X	X	X															
13	CRAWFORD		X																X		X															
14	CURTIS	X					X											X	X																	
15	D.A.T.		X		X		X												X	X																X
16	E.A.S.		X																X	X																X
17	G.A.T.B.		X				X												X	X																X
	N.A.T.B.		X				X												X	X	X															X
18	GEIST	X					X												X	X	X															
19	GORDON	X					X													X																
20	HACKMAN	X					X												X	X																
21	H.O.O.I.	X					X												X																	
22	HAND TOOL		X																X		X															
23	H.W.D.Y.K.	X					X												X																	
24	IDEAS	X			X													X	X																	
25	J.V.I.S.	X					X												X	X																
26	JEVS	X	X	X															X		X	X														
27	JOB-O	X					X											X	X																	
28	KUDER (CP & E)	X			X		X												X	X																
29	KUDER (DD)	X					X												X	X																
30	MAN. APT.		X		X		X												X		X															
31	M.D.S.		X				X												X	X	X															X
32	MICRO TOWER		X	X			X												X		X	X														X
33	MINN. PAPER		X				X												X	X	X															
34	M.R.M.T.		X																X		X															
35	M.S.R.T.		X				X												X		X															
36	M.V.I.I.	X					X												X	X																
37	OCC. INT.	X			X		X												X	X																
38	O.V.I.S.	X			X		X													X																X
39	PAYES	X					X												X		X															
40	PENN. BI-MAN.		X				X												X		X															

ASSESSMENT REVIEW CHART

REFERENCE NUMBER	NAME	TYPE: INTEREST	TYPE: ABILITY	TYPE: WORK SAMPLE	TARGET POP. by grade level: K	1	2	3	4	5	6	7	8	9	10	11	12	SCORING: SELF	SCORING: HAND	SCORING: COMPUTER	READING BY GRADE LEVEL: NON	K	4	5	8	9	10	12	ADMIN. TIME IN MINUTES: 10	30	60	61 AND UP
41	P.A.S.S.		X			X	X	X												X	X											X
42	PIES	X			X	X	X	X	X	X								X			X								X			
43	P.I.C.	X				X	X	X	X	X								X			X								X			
44	P.A.C.G.		X			X	X	X		X								X			X								X			
45	PROJECT DIS.	X	X	X		X				X												X		X								X
46	PURDUE PEG.		X				X			X								X			X								X			
47	R.F.V.I.I.	X				X		X		X								X			X								X			
48	S.F.V.C.S.		X				X	X		X								X			X								X			
49	S.A.A.S.	X	X		X	X			X															X	X					X		
50	S.D.S.	X	X			X	X		X															X	X							X
51	SINGER		X	X		X	X			X												X		X	X							X
52	S.P.I.B.		X		X	X		X		X	X							X														X
53	S.C.V.I.I.	X				X	X				X													X					X			
54	S.A.V.E.		X	X			X	X		X								X			X	X		X	X							X
55	T.A.P.		X		X	X	X			X								X														X
56	THURSTONE	X				X	X			X								X			X								X	X		
57	TOOL TECH.		X			X	X			X								X			X								X	X		
58	VALPAR	X	X	X			X	X		X								X			X	X		X	X					X		X
59	VOC. CAP.		X				X	X		X								X			X											X
60	VIEWS		X	X		X	X	X		X								X			X											X
61	V.I.I.	X				X					X										X								X	X		
62	VISA	X				X	X	X		X								X			X											X
63	WREST		X	X		X	X	X		X								X			X											X
64	WRIOT	X				X	X	X		X	X							X			X											X

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USES OF WORK EVALUATION TOOLS IN A COMMUNITY COLLEGE

1. Use related work samples in introductory vocational classes (i.e. the drafting work sample in the introductory surveying class, the electronic circuitry and print reading work sample in an introductory electronics class, or a clerical comprehension and aptitude work sample in a beginning filing class.)

2. Use work samples to promote certain majors at job fairs or visits to high schools.

3. Use paper and pencil tests of basic skills as a tool in academic advising.

4. Use work samples in sex equity programs to recruit students into non-traditional classes.

5. Use work samples in career planning classes to acquaint students with different types of work.

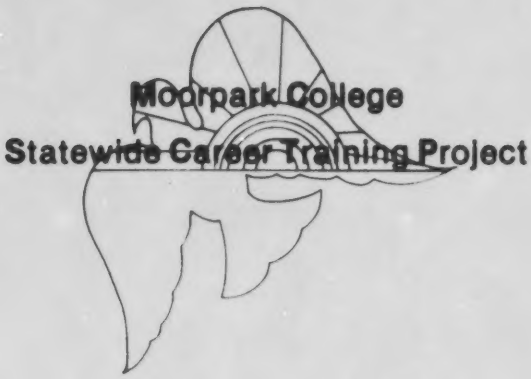
6. Publish a simple study skills test in the student newspaper to recruit students into the Counseling Center for help.

7. Publish a simple job seeking skills quiz on the back of Bookstore bookbags to recruit students into the Career Center for help.

8. Publish a list of work evaluation tools that faculty may want to use with students who are doing poorly in their classes.

9. Determine aptitudes needed for certain vocational majors (i.e. mechanical, spatial relations, finger dexterity) and offer those instruments as an optional screening tool for students.

10. Use work evaluation as a tool to help ex-offenders re-enter the job market.



PLANNING SHEET

NAME: _____ COLLEGE: _____

WORKSHOP: _____

TITLE: _____

1. Three tools, ideas, or strategies that I can begin to implement are:

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

2. Three people on my campus who would enjoy hearing about supporting me/joining me, in implementing these ideas are:

   1. _____

   2. _____

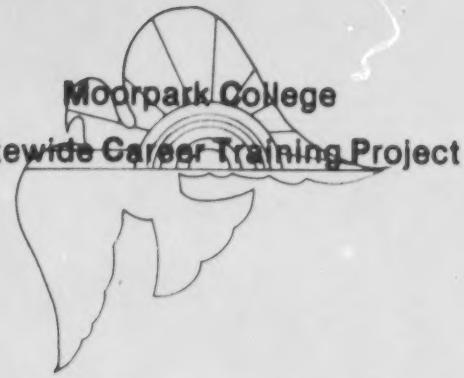
   3. _____

3. Three off-campus people or conference attendees who have expertise in this area and who may be helpful to me are:

   1. _____

   2. _____

   3. _____



TITLE: COUNSELOR REVITALIZATION

GOAL: For participants to define their career needs by identifying their individual and organizational work styles using the Myers-Briggs Type Indicator.

OBJECTIVES:

1. To understand the four Preference Scales on the Myers-Briggs as they relate to personality differences (hand-out #1).

2. To understand the four Temperament Styles as they relate to individual personality characteristics, work traits, learning style, and motivators (hand-out #2).

3. To understand the four Temperament Styles as they relate to organizational behaviors and contributions to a management team (hand-out #3).

4. To understand the four Temperament Styles as they relate to your career as a counselor at a community college (hand-out #4).

5. To identify and list your career needs based on an understanding of your Myers-Briggs type (hand-out #5).

FORMAT: Lecture/Overhead transparencies/Group exercise

CONTENT: Introduction to the Myers-Briggs Indicator and its use as a career planning tool.

Lecture on the four preference scales and their relation to work behaviors.

Lecture on the four temperament styles and their relation to individual behavior preferences, organizational behavior preferences, and community college counselor roles.

ACTIVITIES: Participants will rearrange themselves in the room according to their type before the lecture on temperament styles.

Participants will complete the exercise on hand-out #5 at the end of the lecture and then gather with their college team to share the results.

MATERIALS: Myers-Briggs Type Indicator, Hand-outs, Overhead Transparencies. Supply of the books Please Understand Me available for purchase. (Myrna Elliott will supply the books.)

TITLE: Counselor Revitalization

GOAL: For participants to define their career needs by identifying their individual and organizational work styles using the Myers-Briggs Type Indicator.

OBJECTIVES:

1. To understand the four Preference Scales on the Myers-Briggs as they relate to personality differences (hand-out #1).

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3. To understand the four Temperament Styles as they relate to organizational behaviors and contributions to a management team (hand-out #3).

4. To understand the four Temperament Styles as they relate to your career as a counselor at a community college (hand-out #4).

5. To identify and list your career needs based on an understanding of your Myers-Briggs type (hand-out #5).

FORMAT: Lecture/Overhead transparencies /Group exercise.

CONTENT: Introduction to the Myers-Briggs Type Indicator and its use as a career planning tool.

Lecture on the four preference scales and their relation to work behaviors.

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MATERIALS: Myers-Briggs Type Indicator, Hand-outs, Overhead Transparencies. Supply of the books Please Understand Me available for purchase (Myrna Elliott will supply the books).

PREFFRENCES

EXTROVERT	INTROVERT
Sociability	Territoriality
Interaction	Concentration
External	Internal
Breadth	Depth
Extensive	Intensive
Multiplicity of relationships	Limited relationships
Expenditure of energies	Interest in internal reaction

SENSING	INTUITIVE
Experience	Hunches
Past	Future
Realistic	Speculative
Perspiration	Inspiration
Actual	Possible
Down-to-earth	Head-in-clouds
Utility	Fantasy
Fact	Fiction
Practicality	Ingenuity
Sensible	Imaginative

THINKING	FEELING
Objective	Subjective
Principles	Values
Policy	Social values
Laws	Extenuating circumstances
Criterion	Intimacy
Firmness	Persuasion
Impersonal	Personal
Justice	Humane
Categories	Harmony
Standards	Good or Bad
Critique	Appreciate
Analysis	Sympathy
Allocation	Devotion

JUDGING	PERCEPTIVE
Settled	Pending
Decided	Gather more data
Fixed	Flexible
Plan ahead	Adapt as you go
Run one's life	Let life happen
Closure	Open options
Decision-making	Treasure hunting
Planned	Open ended
Completed	Emergent
Decisive	Tentative
Wrap it up	Something will turn up
Urgency	There's plenty of time
Deadline	What deadline?
Get the show on the road	Let s wait and see. . .

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INDIVIDUAL TEMPERAMENT STYLES

	Characteristics	Work Traits	Learning Style	Motivators
SP	Exciting, cheerful, charged with energy. Lives life with a flourish. Impulsive. Needs action. Must be free, not tied down, confined or obligated.	Makes things happen. Puts out fires, trouble-shoots, negotiates. Gets people to cooperate. Good sense of reality and timing.	Needs physical involvement and hands-on experience. Loves competition and being entertained.	Process oriented. Values boldness, bravery, endurance, cleverness, adaptation, and timing. Needs to be appreciated for the clever and facile ways in which he/she solves problems.
SJ	Values responsibility and looking after others or institutions. Needs to be needed. Values facts, data, rules, policies and procedures. Lives life by "shoulds" and "oughts". Cornerstone and stabilizer of society. Respects the work ethic.	Good at establishing policies, rules, schedules, routines, and hierarchy. Values hard work. Resists change. Patient, steady, thorough, reliable, industrious. Takes on extra loads. Can't say no to someone in need.	Relates well in a classroom. Studies, prepares, conforms to standards. Likes facts and procedures. Dislikes speculating and inventing.	Product oriented. Wants to be recognized as responsible, loyal and industrious. Appreciates carefulness, thoroughness and accuracy.
NT	Driven to understand, control, predict and explain realities. Values competence, has vision, loves the complicated. Has a basic drive to lead. Expects a great deal from self and only a little less from others.	Must design. Likes developing models, exploring ideas, building systems, and solving problems. Visionary leader. Lives for his/her work. Doesn't like to fail.	Independent learner. Enjoys tracking ideas and developing own ideas. Loner in the classroom. Shares ideas only with those he respects.	Needs to be appreciated for his/her ideas and capabilities. Wants an intelligent listener.
NF	Driven by a need for self-actualization. Needs to have a sense of mission which is centered around people. Wants to make the world a more warm and caring place. Gets caught up in causes. Sees people as unique. Expressive, particularly in writing.	Draws out the best in people. Attends to their personal needs. Acts as a catalyst in groups. Natural democratic leader. Values group discussions. Gives lots of appreciation. Excellent communicator.	Thrives on recognition, caring, personal attention, two way exchanges. Built in desire to communicate. Likes small group discussions and individualized instruction.	Needs to be recognized as a unique person making a unique contribution. Immobilized and discouraged by negative criticism.

Adapted from Keirsey, David and Bates, Marilyn, Please Understand Me, Promethean Books, Inc., Del Mar, California, 1978.

TEMPERAMENT IN LEADING

	Managerial Strengths	Managerial Weaknesses	Style with Colleagues	Contributions to Management Team
SP	Troubleshooter/Negotiator: Deals with concrete problems in an expeditious manner. Open and adaptable to change. Knows whats going on! Good with crises. Sees reality--not influenced by rules.	Dislikes theory and abstractions. Unpredictable--lives for the moment. Dislikes writing reports. Needs reminders of scheduled appointments.	Adaptable. Not threatened by failure. Matter-of-fact. Takes risks and encourages others to. Open-minded and flexible.	Spurs action! Sees the trouble spots. Attentive to comfort and good working conditions for employees. Best at verbal planning and decision-making.
SJ	Stablizer/Traditionalist: Organizes and stablizes the organization. Decisive. Preserves organizational values. Has common sense and is reliable. Respects this in others.	Slow to create change. Dislikes the complicated. Only appreciates those who "earn" the appreciation. Can create too much bureaucracy.	Wants the facts. Likes stable, sensible, reliable people. Comments more on weaknesses than strengths since strengths are expected.	Supplies an effective, smooth-running system. Keeps people well-informed. Good at executing plans.
NT	Visionary Leader: Inspired and energized by designing. Stands on principles no matter the price. Conceptualizes, sees relationships, loves pioneering and creating change. Sees the present as temporary.	Focuses on principles rather than feelings. Does not like redundancy or stating the obvious. Problems communicating--seen as cold and distant. Has high expectations.	Tracks thought processes easily. Responsive to new ideas. Stimulated by solving problems. Sometimes too ahead of the crowd to be accepted.	Architect of planned change. Focuses on results rather than procedures. Contributes theoretical structure and useable alternatives. Considers the whole system when designing.
NF	Catalyst Leader: Focuses not on the organization but on the individuals within it. Draws out best in people. Sees their strengths. Patient with the complicated.	Lets other's priorities eat up his time. Torn between the needs of superiors and subordinates. Wants to please everyone. Avoids unpleasantness.	Popular with colleagues. Seeks close, interpersonal relationships with staff.	Adds the people-centered point of view and sees the social consequences of decisions. Excellent public relations person and spokesperson.

Summarized from Keirsey, David and Bates, Marilyn, Please Understand Me, Promethean Books, Inc. Del Mar, California, 1978.

CAREER IMPLICATIONS FOR COUNSELORS

	Career Orientations *	Incidence	Stress Inducers	Career Enrichers
SP	ESFP - Entertainer ISFP - Artist ESTP - Promotor ISTP - Artisan	38% of the general population 2% of school personnel	Schedules Binding ties Predictability and routineness Having to follow through on detail.	Promoting new programs, negotiating with administrators or students, working with gangs, working with vocational "hands-on" programs. Coaching an athletic team. Trouble-shooting proposals with funding sources.
SJ	ESFJ - Seller ISFJ - Conservator ESTJ - Administrator ISTJ - Trustee	38% of the general population 56% of school personnel	Instability, crises, working with SP s, changes in established, time honored programs, lazy people.	Gathering facts. Writing the catalog. Organizing and maintaining programs. Taking care of details such as the budget, class schedules, semester reports, articulation with other colleges, maintaining career libraries. Academic program planning.
NT	INTJ - Scientist ENTJ - Field Marshall INTP - Architect ENTP - Inventor	12% of the general population 6% of school personnel	Boredom, idleness, working with incompetent people, making errors. Not being able to get important work done.	Designing new programs. Conceptualizing future needs, Going to workshops, seminars or conferences to gain new knowledge. Presenting ideas at conferences. Teaching a class.
NF	INFP - Questor ENFP - Journalist INFJ - Author ENFJ - Pedagogue	12% of the general population 36% of school personnel	Being treated impersonally. Feuding colleagues, Isolation from people. Hostility and conflict. Competitive rather than cooperative environment. Negative criticism.	Writing proposals. Leading small group discussions or workshops. Counseling one-to-one. Teaching a class focused on the meaning of life.

* reprinted with permission from Keirsey, David and Bates, Marilyn, Please Understand Me, Promethean Books, Inc., Del Mar, California, 1978.

WORKSHOP EXERCISE

PRESENT

CAREER MOTIVATORS	CAREER STRESSORS
List 3 aspects of your present position that you enjoy the most:	List 3 aspects of your present position that produce stress for you:
1.	1.
2.	2.
3.	3.

FUTURE

List 3 new activities you could take on in the future to increase your career enjoyment:	List 3 ways you could eliminate or reduce stress in your career:
1.	1.
2.	2.
3.	3.

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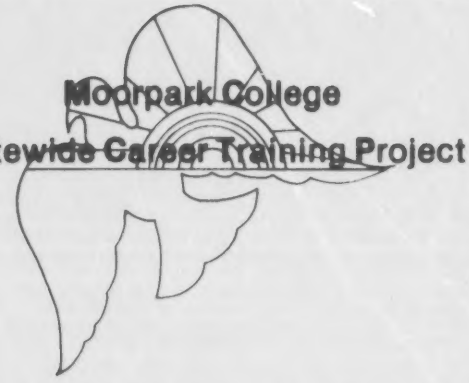


PLANNING SHEET

NAME:_____ COLLEGE:_____

WORKSHOP:_____

TITLE:_____

1. Three tools, ideas, or strategies that I can begin to implement are:

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

2. Three people on my campus who would enjoy hearing about supporting me/joining me, in implementing these ideas are:

   1. _____

   2. _____

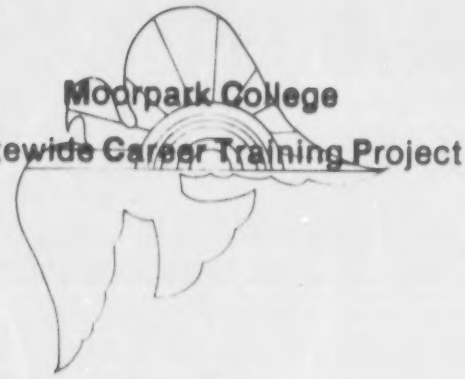
   3. _____

3. Three off-campus people or conference attendees who have expertise in this area and who may be helpful to me are:

   1. _____

   2. _____

   3. _____



TITLE: COUNSELOR LIAISON WITH CAMPUS FACULTY AND STAFF, HIGH SCHOOLS, THE COMMUNITY AND LOCAL INDUSTRY

GOAL: To acquaint community college counselors with the importance of their working relationships/linkages with community agencies, local industry, high schools, and campus faculty and staff. Implications for retention and placement will be discussed.

OBJECTIVES:

1. To obtain the names of business people and community agencies within each participant's local area.
2. To list network building strategies to enhance professional visibility in each participant's community.
3. To share career development strategies and ideas with area business and community people including retention, and placement of traditional and non-traditional workers.
4. To describe methods for assessing community college's job placement and career development knowledge and needs.

FORMAT: Lecture/Small Group Discussion/Campus Team Building Activities

CONTENT: Counselor liaison with community agencies and local industry have a direct tie into community college placement. The network building (developing and utilizing contacts) is essential for maximizing student's career planning. The more the world of work becomes an integrated part of the entire community college, the stronger the linkages must be with community agencies and local industry.

MATERIALS: Hand-outs

Counselor liaison with community agencies and local industry has a direct tie into Community College placement. The network building (developing and utilizing contact) is essential for maximizing student's career planning. The more the world or work becomes an integrated part of the entire Community College, the stronger the linkages must be with community agencies and local industry.

The lists that follow are intended to allow counselors an opportunity to utilize and integrate the presented information.

1. List the local community agencies you are currently working with or intend to contact:

Agency	Contact Person
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.

2. List the business and industry contacts in your area you are currently working with or intend to network with:

Business/Industry	Contact Person
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.

3. List the individuals who are currently part of your professional network:

Name	Job Title
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.

4. List the most placeable jobs for your students and the courses they need to complete to be marketable:

Job Title	Community College Courses Needed
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.

5. List career development needs/strategies you can utilize at your campus:

a.

b.

c.

6. List Community College people/resources you will contact/utilize in working with your strategies:

People Contacts	College Resources
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.

Career Planning Guide

EXPLORING YOUR OPTIONS

Career development is comprehensive. Broadly defined, your career includes your total involvement - education, employment, leisure pursuits, family concerns and social interests. Career development is a life-long process that reflects your past, your present and your future activities and goals including paid or unpaid work.

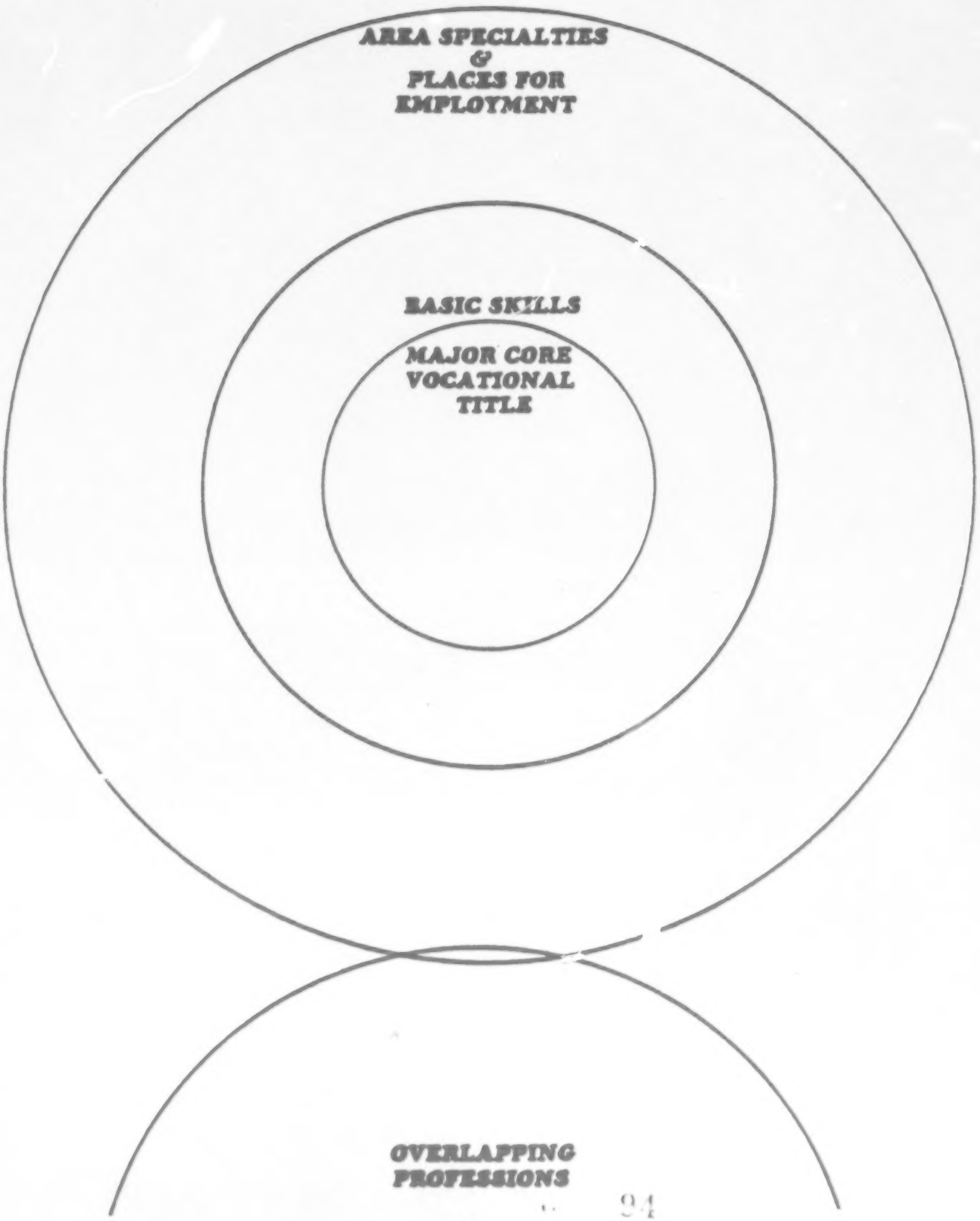
ORGANIZE WHAT YOU ALREADY KNOW ABOUT YOURSELF	ORGANIZE WHAT YOU KNOW ABOUT MAJORS/SPECIALIZATIONS
CONSIDERING ALL THAT YOU HAVE DONE AND THOUGHT ABOUT UP TO NOW, WHAT DO YOU KNOW ABOUT YOURSELF:	List several majors or specializations that you would like to explore.
List your favorite courses so far.	
	Rank these in your order of preference.
How do you like to spend your spare time/	
	What are the requirements for each of them (e.g.,
What kinds of people do you like to be with/	abilities, course work, etc.)
What are you good at?	What kinds of job opportunities are available to
	people with these majors/specializations?
What are you not so good at/	
	What faculty members or other resources can you
	use to get the information you need?
What information do you have regarding your:	
Abilities?	
Interests/	Knowing about yourself and knowing about some
Needs	specializations, list one or two areas of
	specialization to try out.
Overall, what are your:	
Strengths?	
Weaknesses?	

Developing a career plan is not something you can do on a one-stop basis. It must be done over a considerable period of time. The worksheet below is for use throughout your college years. Early explorations in your freshman year can lay the foundation for later experiences. In general, the suggestions below should help you move through a progressive set of experiences to prepare yourself for career decisions. Use this worksheet as a guide as you develop your career plans. Remember, career development and Grossmont College education have compatible goals.

USE THE CAREER RESOURCE CENTER TO HELP YOU FIND ANSWERS TO YOUR QUESTIONS.

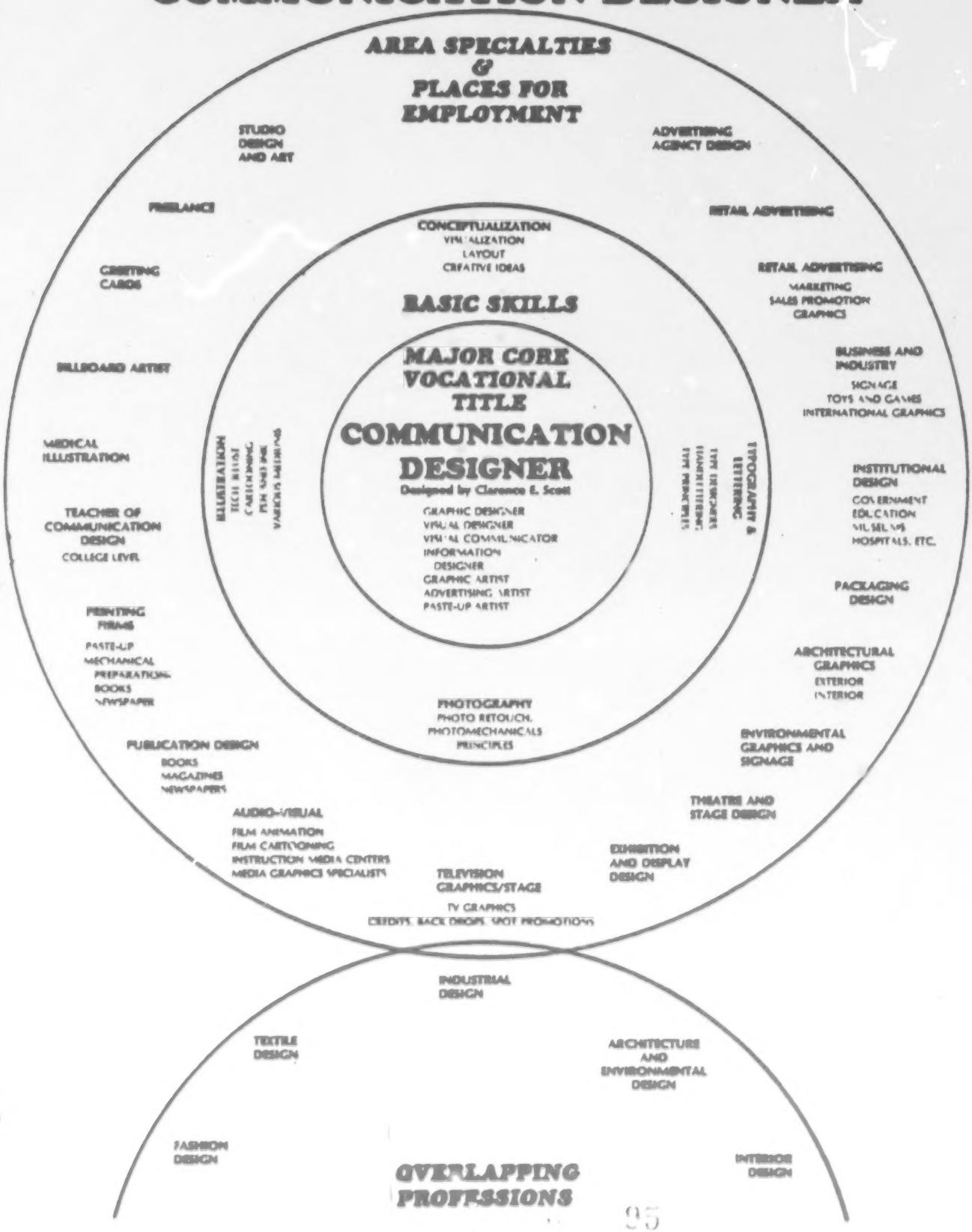
ORGANIZE WHAT YOU KNOW ABOUT OCCUPATIONS	ORGANIZE WHAT YOU KNOW ABOUT JOB-GETTING
List several occupations that you would like	GIVEN YOUR OCCUPATIONAL ALTERNATIVES:
to explore.	What type of company or institution would you
	like to be associated with?
Rank these occupations in your order of	
preference.	What skills and other assets do you have that
	can be of value to an employer?
	What entry jobs or related jobs can help you
What are the requirements for each of these	break into your field?
occupations (e.g. abilities, education, etc.)?	
	In what geographical areas do you want to work?
What are the advantages and disadvantages of	Who are your potential employers?
each of these occupations?	
	WHAT DO YOU NEED TO LEARN
	ABOUT JOB GETTING:
	How to write a resume to sell yourself to
What people in these occupations or other	employers?
resources can you use to get the information	How to get a job interview?
you need?	What happens in a job interview?
	What do employers look for in a person?
What related job experience can you get to	Where will you go for help in getting a job
learn more about these occupations (e.g., intern-	(e.g. college placement office, federal, state,
ship, independent study, volunteer or paid	county, city, or specialized employment
employment)?	services, friends)?
	What available job(s) will best fit the kind
Knowing about yourself, some specializations and	of person you are and your long range goals?
some occupations, what occupational areas seem	
best for you?	

Career Options Diagram



Career Options Diagram

COMMUNICATION DESIGNER



PLACEMENT OFFICE

CAREER DEVELOPMENT SURVEY EXHIBIT MODEL

We are gathering information in order to improve career development services. Please take a few minutes to help us in this effort. Your input is very important. Thank you for your assistance.

1. Please circle what you consider to be your present level of knowledge on career development.

Have little or no knowledge				Very Knowledgeable
1	2	3	4	5

2. Below is a list of services available at Community College which are related to career development. In the left-hand column, please check each service that you were aware of previously (i.e., you knew of its availability prior to this questionnaire). In the right-hand column, please indicate (by checking the appropriate box) any service to which you have referred a student or used yourself.

SERVICE	KNEW OF (x)	USED OR REFERRED (x)	
		Student	Yourself
a. Job Survival Task Force	☐	☐	☐
b. Career Information Center	☐	☐	☐
c. Placement Office	☐	☐	☐
d. Job Seminar Series	☐	☐	☐
e. Personal Development/Vocational Decision-Making Courses	☐	☐	☐
f. Career Counseling	☐	☐	☐
g. Spotlight on Careers Series	☐	☐	☐
h. Job Seminar Video Series	☐	☐	☐
i. Hotsheet (Circulating current job list)	☐	☐	☐
j. Interest and Personality Testing	☐	☐	☐
k. Guidance Information System (Computerized)	☐	☐	☐
l. LRC Career Materials	☐	☐	☐

m. Other/Comments _____

_____

3. Below is a list of career information centers.
In Column A please check each service center you were aware of previously (i.e., you knew of its availability prior to this questionnaire). In Column B please check any service center you have used to gather career information and indicate on the scale to the right the extent to which each service you used has helped you.

	Column A Knew of	Column B Used	Little or no help	Somewhat helpful	Very helpful
Career Resource Center	☐	☐	1	2	3
Career Counseling (Counseling Center)	☐	☐	1	2	3
Placement Office	☐	☐	1	2	3
Computerized Guidance Information System	☐	☐	1	2	3
Learning Resource Center's Career Materials	☐	☐	1	2	3

4. Age_____

5. Male_____ Female_____

6. Please check that which best applies to you:

_____I have a declared major and it is_____
(Please specify)

_____I am undecided about my major.

_____I do not intend to declare a major.

_____Other

7. Units completed to date (please approximate if you don't know exact number)_____

8. I plan to register as a:___Full-time student (12 or more units)
___Part-time student (11 or less units)

9. Are you now employed?

Yes____ No____

10. Would you be interested in credit classes designed to provide career development information?

Yes____ No____

CAREER DEVELOPMENT FACULTY SURVEY EXHIBIT

Over the past several years, American postsecondary institutions have undergone a shift of emphasis away from the traditional liberal arts education. Both public and private colleges have placed increasing emphasis on programs oriented to preparation for specific careers (Wharton, 1979). Nowhere has this reorientation been more apparent than in the community colleges (Hoyt, 1973).

We recognize the institutional responsibility to provide services to improve the student's ability to make informed career decisions. With this in mind, a system of services was established and is continually evaluated to better serve student career information needs. The present survey was designed to both further these evaluative efforts and to gather information useful in program improvement.

The present survey is one of two planned information gathering efforts. The data presented here comes from instructors. Future work will focus on the student population.

It is our belief that the faculty has a potentially important role in increasing student access to career education information. Instructors have relatively high levels of student contact. This affords them opportunities to become aware of the career educational needs of individual students. With this information, coupled with an awareness of career development services, the instructor can become an important link between student and services.

The present survey was designed to answer three specific questions. First, does the faculty know of the various services offered in the area of career development? Second, does the faculty increase the student's access to these services by referral? Third, does the faculty personally utilize career development services? Data along these liner may have important implications for future program planning.

Sample

The questionnaires were distributed to all instructors by way of the campus mail. Of a total of 563 questionnaires sent, 139 were returned, for a response rate of 25%. Some characteristics of the sample are as follows: 48.9% of the respondents were male, 44.6% were female, 6.5% did not indicate sex status; 59.7% of the respondents were full-time, 33.8% were part-time instructors, 6.5% did not respond. Table 1 shows the respondents distribution by area of instruction or department. With the above respondent characteristics in mind, this sample did not appear to be randomly distributed. This was indicated by the fact that the sampled male/female distribution did not reflect the male/female distribution of the population. Further, the areas of instruction sampled did not equally or adequately represent the instructor distribution by area for the college as a whole. Because of this, no inferential statistics will be utilized. Despite the lack of a random sample, the information gathered can be considered useful for planning purposes.

RESULTS

Survey question 1 (see sample questionnaire) was used to determine the respondent's self-rated knowledge of career development. The mean rating (x = 2.27) fell below the mid-point on the scale. In other words the respondents rated themselves on the bottom half of the knowledgeability scale. Table 1 shows the by-area-of-instruction ratings. Only respondents in the Student Services area rated themselves in the top half of the scale, with P.E., Recreation and Athletics, and Health and Behavioral Sciences falling very nearly at the scale's lower extreme (1.67 and 1.73, respectively).

The focus of the present survey was to determine whether the instructors know of the specific services available within the area of career development. Further, do these individuals behaviorally utilize these services? That is, do they refer their students to the services and/or use the services themselves? Because of this, the data from question 2 (see sample questionnaire) was of primary interest.

Figures 1A and 1B show graphically the data generated from survey question 2. That data shown in these two figures showed a distinct and consistent pattern of responses. Looking at figure 1A, it can be seen that knowledge of the available services was generally high (ranging from 63.3% to 92.8% of the sample). Yet, while the respondents knew of the services, they did not behaviorally utilize the services. Perhaps most importantly, the instructors referred students to the services at very low rates (ranging from 27.3% to 47.5% of sample). Of special interest is the data for the Career Information Center, Placement Office and Career Counseling. These services can be seen as the primary "front line" career development information providers on campus. In all three cases, knowledge of the services was high, yet referrals were much lower and personal instructor utilization was very low. These facts may have important implications for planning of career development services. Data presented in figure 1B show a similar pattern of responses with the difference being that these services were not as well known as those shown in figure 1A. It is our belief that the low knowledgeability responses to the services shown in figure 1B does not pose as significant a problem as it may appear. The services represented can be seen as ancillary support services. The primary service centers are the Career Information Center, the Placement Office and Career Counseling. From these primary service outlets, referrals to the other services are made. In other words, if a student was directed to the primary centers, they then would be referred, as personal needs dictated, to the other support services. The implications of the above are clear. If the faculty referred the student to the primary service centers, the ancillary services would also be accessed as per individual student need.

Survey question 3 asked the faculty what career development services they would like to see expanded. Unfortunately, the nature of the responses did not provide means for adequate interpretation. The data is included in figure 2 for the reader's inspection.

SUMMARY & CONCLUSIONS

The data gathered here may have important implications for improving student access to career development services. The instructors can be considered to be the student's primary source of contact. It is the instructor who has day-to-day student contact. For that reason, the faculty can be considered to be an important liaison between the student and student services. We have seen that, at least in regard to the primary career development service centers (Career Information Center, Placement Office and Career Counseling), the pattern reflects high knowledge but low utilization. That is, the instructor knows the services exist, but does not, at high frequency, refer his/her students to the services.

Therefore, intervention that apprises the faculty of their role as potential referral agents to career development services can greatly increase student access to these important help centers. We have, in partial response to this data, planned a workshop designed to increase the faculty's awareness of their role in the career development process.

REFERENCES

Hoyt, Kenneth B., CAREER EDUCATION: CHALLENGES FOR INNOVATION IN COMMUNITY COLLEGES, 30th Annual Community College Conference, Texas A & M University, College Station, Texas, 1973.

Wharton, Clifton R., Career Education at the college level. Today's Education, 1979.

TABLE 1

AREA	# RESPONDENTS BY AREA	% RESPONDENTS BY AREA	MEAN SELF-RATED CAREER DEVELOPMENT KNOWLEDGE
Business Education, Consumer and Public Services	29	20.9	2.72
Communication Arts	29	20.9	1.83
Fine Arts and Humanities	10	7.2	2.20
Health and Biological Sciences	15	10.8	1.73
Math and Physical Sciences	10	7.2	1.90
P.E., Recreation and Athletics	3	2.2	1.67
Social and Behavioral Sciences	10	7.2	2.30
Student Services (Special Services, Counseling, Administration)	20	14.4	3.15
No Response	13	8.6	---
	N=139		X=2.27

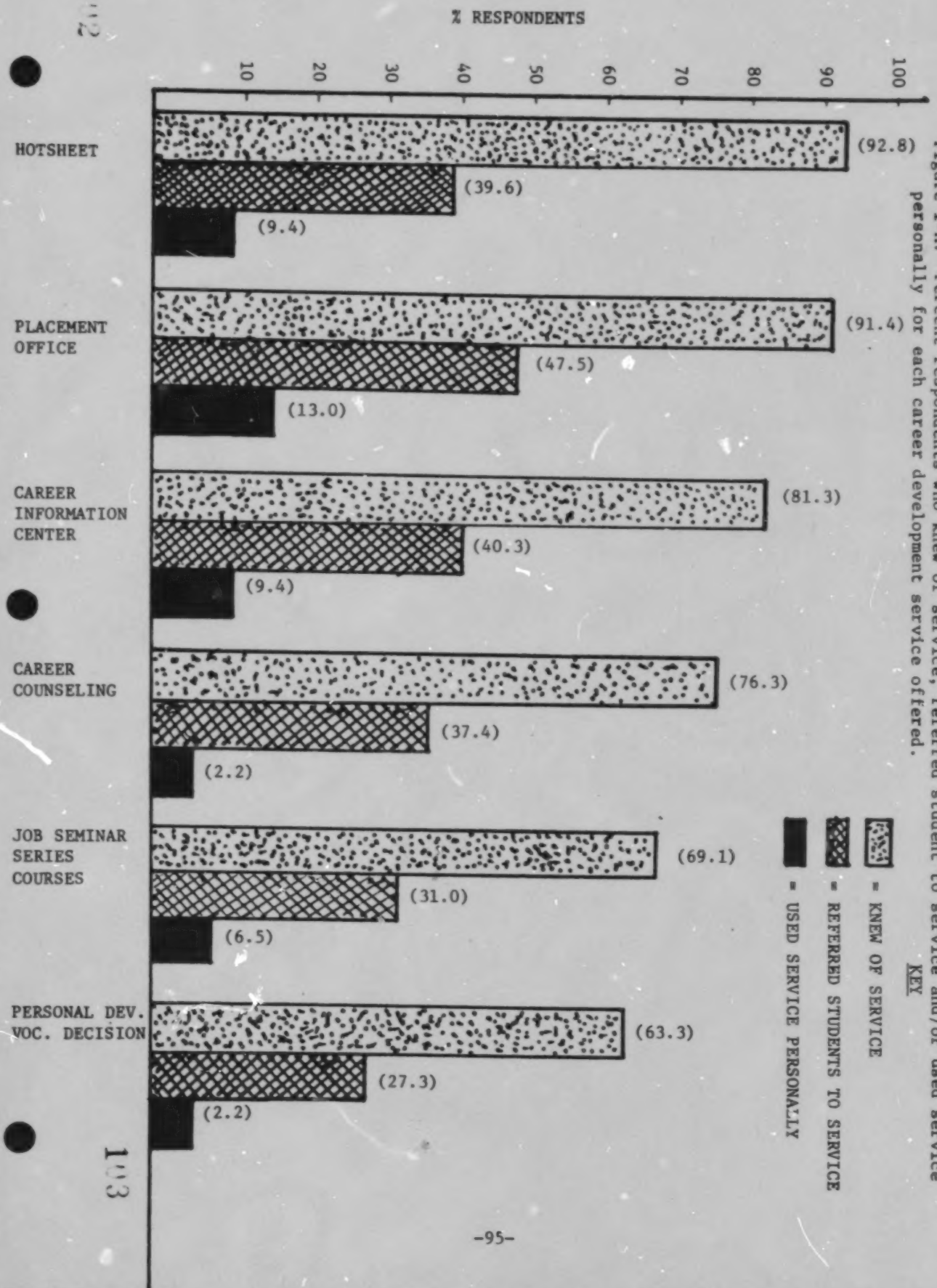


Figure 1-A

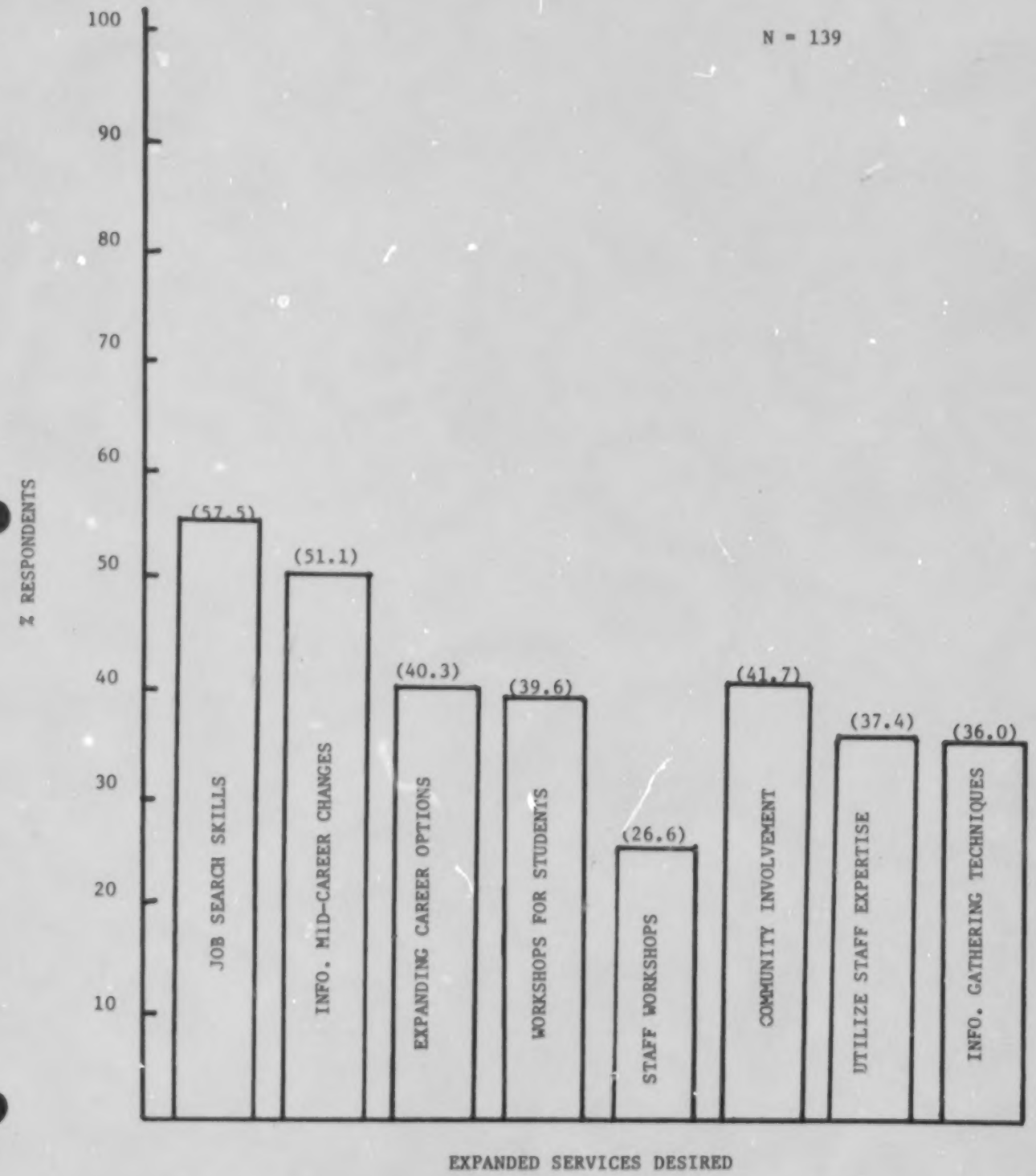
Figure 1-A: Percent respondents who knew of service, referred student to service and/or used service personally for each career development service offered.

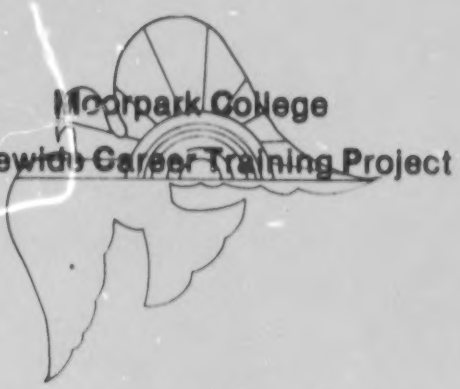
Figure 1-B

Figure 1-B: Percent respondents who knew of service, referred student to service and/or used service personally for each career development service offered.

FIGURE 2

Figure 2: Percent respondents desiring expanded services for each category





PLANNING SHEET

NAME: _____ COLLEGE: _____

WORKSHOP: _____

TITLE: _____

1. Three tools, ideas, or strategies that I can begin to implement are:

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

2. Three people on my campus who would enjoy hearing about supporting me/joining me, in implementing these ideas are:

   1. _____

   2. _____

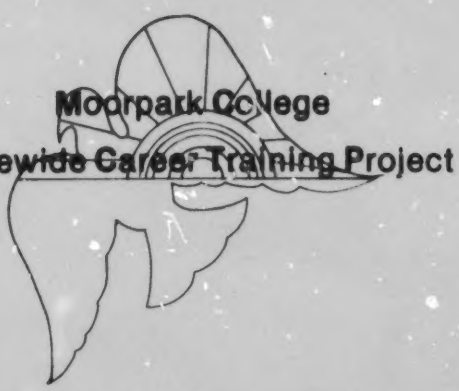
   3. _____

3. Three off-campus people or conference attendees who have expertise in this area and who may be helpful to me are:

   1. _____

   2. _____

   3. _____



TITLE: NON-TRADITIONAL JOBS, APPRENTICESHIP TRAINING, AND JOB FUTURES-LOOKING TOWARD THE YEAR 2000.

GOAL: To provide information about job futures, non-traditional jobs, and apprenticeship training for college counselors.

OBJECTIVES:

1. To share current apprenticeship needs and information.
2. To discuss information on counseling women and men for non-traditional jobs.
3. To share information on the changing workforce.
4. To discuss information on future job needs and developments.
5. To identify strategies for non-traditional student outreach and retention.

FORMAT: Lecture/team building activities/video tape previews/ slide tape preview

CONTENT:

- Facilitation will discuss job futures as well as current apprenticeship information and non-traditional job information.
- Campus teams will have an opportunity to discuss materials in relation to "back-home" application.

MATERIALS:

- Handouts
- Over-head transparencies
- VEEP slide/tape on apprecticeship
- Palomar College video tape preview
- Non-traditional job video preview from the San Diego Community College Non-traditional Careers for Women Project

APPRENTICESHIP PROGRAM

I. To become an apprentice one must do all of the following:

a. Choose an occupation and refer to your Apprenticeship Information Guide to determine how, when and where to apply.

b. File a written application with the appropriate trade Joint Apprenticeship Committee or single plant employer.

c. Register with the Division of Apprenticeship Standards (DAS).

d. Attend a community college or high school offering approved related job instruction for registered apprentices.

II. There are four parties involved in apprenticeship training.

a. Employer

b. Joint Apprenticeship Committee

c. Division of Apprenticeship Standards

d. The Community College District or Local Educational Agency

III. Each party has its functions and assigned responsibilities and operates within approved guidelines.

a. <u>The Employer</u>

- May select and hire a person who will become an apprentice.

- Is responsible for hands-on work skills on the job.

- Must keep the apprentice on the job as long as need exists and the apprentice is performing satisfactorily.

- Cooperates with the Joint Apprenticeship Committee in submitting employer's report, which evaluates the apprentice, shows attendance and makes recommendations on upgrading.

- Must be approved by the Joint Apprenticeship Committee to train apprentices pursuant to apprenticeship standards as registered by the State of California. The Division of Apprenticeship Standards coordinates this activity to ensure the employer meets the federal and state regulations and requirements.

b. Apprenticeship Committees - Joint - Unilateral

- A unilateral Apprenticeship Committee is composed of management and the State of California.
- Joint Apprenticeship Committees are composed of an equal number of persons representing labor and management.
- All members must be actively engaged in the occupation and are selected by peer groups. (They are NOT selected by the college.)
- The chairpersons of the Joint Apprenticeship Committees are elected by the committee and rotate between labor and management.
- The college apprenticeship Director is an ex-officio member of the committee and has no vote.
- Administer the apprenticeship program for that trade pursuant to the registered state apprenticeship standards.
- Evaluate applicants' qualifications for entry into, and placement in the training program.
- Keep records on attendance on the job and in school, performance on the job and in school and make recommendations for advancement.
- Terminate apprentices for unsatisfactory performance or recommend the apprentice for journeyman status upon completion of the program.
- Recommend disciplinary action where appropriate.
- Assist the apprentice to find another job if her/his employer no longer needs the apprentice or if the apprentice needs training in additional skills.
- Meets once a month.

c. Division of Apprenticeship Standards

- Enforces state laws and regulations governing apprenticeship programs and standards.
- Registers and indentures the apprentice to the Joint Apprenticehsip Committee.
- Supplies consultant to Apprenticeship Committees to assist the committee in their responsibilities.
- Closes apprentices' records and issues certificate for journeyman status.

d. The Community College District

- Schedules approved curriculum and courses recommended for apprenticeship training. (Primarily related academic training to supplement the on-the-job skills training.)

- Approves and selects instructors from pool of instructors recommended by the Joint Apprenticeship Committee.

- Cooperates with Apprenticeship Committees, employers and apprentices to enroll apprentices in classes on an open entry basis to meet the needs of all concerned.

- Provides apprenticeship Director to work with labor, management and apprentices.

- Maintains files, records, grades, etc., and sends out appropriate communications to concerned parties.

- Provides budget and services provided other classes and programs.

- Apprenticeship Director works with labor and management (in occupations where apprenticeship training programs do not exist) to establish plant standards training programs. These become recognized programs within the Division of Apprenticeship Standards and the apprentice receives a journeyman card upon completion of the program.

ALPHABETICAL LISTING OF GUIDES BY TRADE

Acoustical Installer
Asbestos Worker
Automotive Mechanic
Barber
Boilermaker (Field)
Boilermaker (shop)
Bricklayer
Cabinet Maker (see Mill and Cabinet Maker)
Carpenter
Carpet, Linoleum & Soft Tile Installer
Cement Mason
Chief of Party (Surveyor)
Construction Equipment Mechanic (see Operating Engineer)
Cook-Hotels and Clubs (Class A)
Drywall Installer
Electrician (Construction)
Electrician (Maintenance)
Electrician (Neon Sign Repairer)
Floor Coverer (see Carpet, Linoleum & Soft Tile Installer)
Glazier
Grading & Paving Equipment Operator (see Operating Engineer)
Hardwood Floor Layer (Field)
Ironworker, Shop
- Ornamental Metal Fabricator
- Structural Steel Fabricator

Ironworker, Field Erection
- Structural Ironworker
- Reinforcing Ironworker
- Ornamental Ironworker

Irrigation and Lawn Sprinkler Installer
Lather
Lithographic Occupations
- Litho Dot Etcher
- Litho Camera Operator
- Litho Press Operator (Sheet Fed Paper)
- Litho Press Operator (Sheet Fed Metal)
- Litho Press Feeder (Sheet Fed Paper)
- Litho Press Feeder (Sheet Fed Metal)
- Litho Stripper
- Litho Platemaker
- Litho Web Press Operator
- Photoengraving
- Rotogravure
- Proof Press Operator
- Bindery Finisher
  1. Bindery Finisher
  2. Graphic Arts Finisher

ALPHABETICAL LISTING OF GUIDES BY TRADE

ALPHABETICAL LISTING (continued)

Los Angeles City & County (All Departments)
Machinist
Meatcutter, Retail
Mill and Cabinet Maker
Millwright
Operating Engineer
- Grading & Paving Equipment Operator
- Construction Equipment Mechanic
- Plant Equipment Operator
- Universal Equipment Operator

Ornamental Ironworker (see Ironworker, Field Erection)
Ornamental Metal Fabricator (see Ironworker, Shop)
Painter, Decorator & Paperhanger
Pile Driver
Pipe Fitter (see Steamfitter & Industrial Pipefitter)
Plant Equipment Operator (see Operating Engineer)
Plasterer
Plumber
Press Operator (see Lithographic Occupations)
Printing Occupations, Compositor
Refrigeration & Air Conditioning Mechanic
Reinforcing Ironworker (see Ironworker, Field Erection)
Roofer
Sheet Metal Worker
Sound Technician Intercommunication and Sound Electronics
Sprinkler & Fire Control Fitter, Automatic
Stationary Engineer
Steamfitter & Industrial Pipefitter
Structural Ironworker (see Ironworker, Field Erection)
Structural Steel Fabricator (see Ironworker, Shop
Tile Finisher
Tile Layer
Tool & Die Maker
Truck Mechanic
Universal Equipment Operator (see Operating Engineer)

State of California — Department of Industrial Relations
Division of Apprenticeship Standards

OFFICES OF THE CALIFORNIA DIVISION OF APPRENTICESHIP STANDARDS

City		Address	Telephone
Headquarters Office			
San Francisco	94102	525 Golden Gate Ave., 5th Floor	(415) 557-1700
District Offices			
Bakersfield	93301	225 Chester Ave., Rm. 217	(805) 325-3816
Burlingame	94010	1290 Howard Ave., Rm. 325	(415) 342-7478
Eureka	95501	619 Second St., Rm. 109	(707) 442-5748
Fresno	93721	2550 Mariposa St., Rm. 4083	(209) 488-5431
Long Beach	90802	4310 Long Beach Blvd., 1st Floor	(213) 422-8025
Los Angeles	90012	107 S. Broadway, Rm. 5034	(213) 620-2310
Modesto	95350	Modesto Jr. College, Rm. 205-E	(209) 529-3469
Monterey	93940	884 Abrego	(408) 375-6608
Oakland	94607	1111 Jackson St., Rm. 4024	(415) 464-1080
Redding	96001	2115 Akard Ave., Rm. 17	(916) 246-6505
Sacramento	95825	2422 Arden Way, Suite 60	(916) 920-6111
San Bernardino	92401	303 W. Third St., Rm. 219	(714) 383-4261
Dan Diego	92101	1350 Front St., Rm. 3024	(714) 237-7314
San Francisco	94102	525 Golden Gate Ave., 1st Floor	(415) 557-0261
San Jose	95112	888 N. First St., Rm. 302	(408) 277-1273
Santa Ana	92701	28 Civic Center Plaza, Rm. 525	(714) 558-4126
Santa Barbara	93101	411 E. Canon Perdido, Rm. 5	(805) 965-4460
Santa Rosa	95405	725 Farmers Lane, Bldg. B	(707) 527-9200
Stockton	95202	31 E. Channel St., Rm. 310	(209) 948-7775
Ventura	93003	5810 Ralston Ave., Suite C	(805) 642-9679

OFFICES OF THE U.S. DEPARTMENT OF LABOR
BUREAU OF APPRENTICESHIP & TRAINING

Los Angeles	90012	300 N. Los Angeles St., Rm. 3235	(213) 688-4990
Oakland	94607	1111 Jackson St., Rm. 4024	(415) 464-1080
Sacramento	95809	805 "I" Street, Rm. 215	(916) 440-3430
San Diego	92188	880 Front St.	(714) 293-5260
San Francisco	94105	211 Main St., Rm. 344	(415) 556-3201

APPRENTICESHIP INFORMATION CENTER
(Located in Employment Development Department)

Oakland	94607	1111 Jackson St., Rm. 1008	(415) 464-0568
Los Angeles	90015	161 W. Venice Blvd.	(213) 744-2604

The Division of Apprenticeship Standards
administers one of the eight major programs of the
STATE DEPARTMENT OF INDUSTRIAL RELATIONS
working to protect all California workers

ANNOUNCEMENTS OF JOB OPPORTUNITIES

APPRENTICESHIP AND OTHER ON THE JOB TRAINING
ORANGE COUNTY

OCCUPATION	MINIMUM QUALIFICATIONS	WHEN & WHERE TO APPLY
AUTOMOTIVE Auto Mechanic	Age: 18 - No Maximum No formal education required	White Automotive - 250 E. Whittier Blvd., La Habra 8:00 a.m. to 9:00 a.m., daily phone: (213) 697-2612
BARBER	Age: 18 - No Maximum No formal education required	Must seek own job with employer who has Master License-during regular business hours
BRICKLAYER	Age: 18 No Maximum; may be 17 if HS graduate; no formal education if 18 years or older	Bricklayers JAC (Local #22) 1605 N. Harper, Santa Ana Wed. only - 9:00 a.m. to 2:00 p.m. Phone: (714) 531-3132
CAL-NEVADA JATC Electrical Power Lineman (Construc)	Age: 18 (Birth certificate or proof of age required); High School graduate or GED (transcript required); 1 yr algebra with passing grade; physically fit to perform work of trade. Aptitude test give (Ed. offc.)	California-Nevada JATC 16392 Gothard St., Suite F Huntington Beach 92647 10:00 a.m. to noon, daily Phone: (714) 842-0551
CARPENTER Acoustical Install. Shingler Mill Cabinet	Age: 17 - No Maximum (Furnish proof of age) - no educational certification required	Carpenters JATC - 11561 Salinaz, Garden Grove Tue. & Thur. only - 8:00 to 9:00 am
CEMENT MASONS	Age: 17 - No Maximun; no formal education required	Cement Masons JAC (Local #52) 1605 N. Harper, Santa Ana Phone: (714) 531-0730 9:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m. daily - Applications also taken at 500 S. Virgil Ave., Suite 200, Los Angeles
COOKS	Age: 18 - No Maximum No formal education required	Food Service & Hotel Mgmt. Orange Coast College 2701 Fairview Rd., Costa Mesa Applicant must seek own job with approved employer
DRYWALL	Age: 17 - No Maximum No formal education required	Drywall JTC (Local # 2361) 1215 N. Grove, Anaheim Phone: (714) 630-0300 9:00 a.m. to 5:00 p.m. daily
ELECTRICIANS	Age: 18 - No Maximum; High Sch. diploma; 2 yrs. of math (1 yr of algebra)	Electricians JAC - 1210 S. Wright Santa Ana; Phone: 558-2930 (Trust) Phone: 775-7555 (Loc.441) Applications taken as advertised or posted.

APPRENTICESHIP AND OTHER ON THE JOB TRAINING (cont.)

OCCUPATION	MINIMUM QUALIFICATIONS	WHEN & WHERE TO APPLY
LATHERS	Age: 18 - No Maximum 8th grade math level required unless High School graduate	Lathers JAC (Local # 440) 1605 N. Harper, Santa Ana Phone: (714) 531-1643 8:00 a.m. to 4:00 p.m., daily
MACHINISTS	Age: 18 - No Maximum; High Sch diploma or GED; 8th grade math	Applicant must seek job with employer approved by committee; employer lists available at ANCO PRECISION PRODUCTS, 1222 E. Ash, Fullerton
MEAT CUTTERS	Age: 18 - individual companies vary on maximum age limits. Testing & selection are done by individual firms	Applicant must seek job with approved employer. Information on participating companies is available at Butcher's Union, Local 551, 11515 Artesia Blvd., Artesia; Ph: (714) 523-0410
OPERATING ENGINEERS	Age: 18 - No Maximum; High School diploma, GED, or Cert. of Proficiency	So. Cal. Opr. Engrs. (Local # 12) 4320 W. 1st St., Santa Ana Phone: (714) 775-7773; applications also received at 616 Westmoreland Ave., L.A.; 9:00 am to 4:00 pm
PAINTER, TAPER PAPERHANGER	Age: 17 - No Maximum; no formal education required; must have employment request from an approved employer	Apply at Painters JAC, 2850 E. White Star Ave., Anaheim Mon - Thur, 8:00 am to 12:00 noon and 1:00 to 4:30 pm; Ph: 632-0270
PLASTERERS	Age: 18 - No Maximum; no specific educational requirements	Applications taken at Plasterers JAC (Local # 489), 12345 Westminster Blvd., Santa Ana (daily, 8:30 a.m. to 4:00 p.m.) or 9060 Telstar Ave. Bldg G, Unit 222, El Monte, CA
PLUMBERS	Age: 18 - No Maximum; High School diploma or GED; 8th grade math level required	Plumbers JAC (Local # 582) 3904 W. 1st St., Santa Ana Phone: (714) 775-5563; applications taken as advertised or posted
SHEET METAL WORKER	Age: 18 - No Maximum; High School diploma or GED; 8th grade math	Sheet Metal JAC (Local #420) 11751 Monarch St., Garden Grove Phone: (714) 898-0721; applications taken as advertised or posted
SURVEYORS	Age: 18 - No Maximum; High School diploma or GED equiv. plus one semester geometry with "C" or better grade	Surveyors JAC (Local # 12) 709 Brea Canyon Rd., Suite 2, Walnut; Ph: (714) 775-7773 applications taken daily from 9:00 a.m. to 5:00 p.m.

INFORMATION PREPARED BY DIVISION OF APPRENTICESHIP STANDARDS, 28 Civic Center Plaza, Room 525, Santa Ana, CA 92701; Phone: (714) 558-4126

Los Angeles Times

Tuesday, August 25, 1981

JULIE ARCHER / Los Angeles Times

Piping design supervisor Fred Griffin assists Janet Ramirez, 21, an assistant piping designer in a Fluor Corp. apprentice program.

Apprentice Programs Give Workers a Way Up Ladder

By ROBIN ROY, *Times Staff Writer*

Ten years and two children ago, Arlene Smets was a clerk-typist at Fluor Corp. Although she left the Irvine-based company after her two sons were born, she eventually returned to the clerical ranks.

"But it wasn't what I wanted," she recalls today. "I wanted to advance and there was no way I could as a clerk-typist."

500 People Signed Up

So Smets, now 34, took two drafting classes and an eligibility test to enter a design training program which she hoped would more than double her clerk-typist salary.

Smets is one of more than 500 people who signed up this month for Fluor's Designer Apprenticeship Program — the largest engineering apprenticeship in the country.

In establishing the program, Fluor joins more than 300 California companies that have turned to one of the oldest forms of training as a way to retain their skilled workers in a job market that is increasingly competitive.

The 300 companies represent a variety of occupations not usually associated with apprenticeship training, including engineering, electronics and nursing.

These companies endorse apprenticeships as a way to "tailor-make" their own employees to fit highly individual needs. Workers like the programs because they promise a better chance for advancement and correspondingly higher salaries.

Please see APPRENTICE, Page B

APPRENTICE: Workers Given a Way Up the Ladder

Continued from Page A

Although companies like Fluor risk losing their newly trained employees to a competitor, officials of participating companies argue that even if employees change jobs, they only improve their industries. Fluor spokesmen add that many of those who leave Fluor eventually return.

In an apprenticeship system, a craftsman passes on his skills to a neophyte. Two of this country's most famous figures once served apprenticeships — Paul Revere as a coppersmith and Benjamin Franklin as a printer.

Apprenticeship job training, which was brought under state regulation in 1939, traditionally has been used in construction, manufacturing, printing and many of the service occupations, such as cosmetology, barbering and automotive repair.

Apprenticeship training today combines "an organized system" of theory and practice, according to a spokesman for the state Division of Apprenticeship standards. "We like to think the apprentice learns the 'how' on the job and the 'why' in the classroom," he says.

Industry, he says, traditionally has footed the bill although government has provided some assistance over the years.

State Offers Assistance

In 1979 the State of California expanded apprenticeship training into new fields and created the California Worksite Education Training Act program.

Under its aegis, nearly 300 companies will train about 6,700 employees in a two-year period, according to Steve Duscha, program director.

"We are seeking to promote training that leads to a job directly and immediately," Duscha says. "We look first for an employer who has a job (available) and then we look for someone to fill that job."

The state offers financial assistance to participating companies to help cover supervisorial, administrative and educational expenses. But "the program requires a substantial commitment from business and from the apprentice," Duscha says. "It's no free ride."

Duscha says Fluor broke new ground in establishing its Designer Apprenticeship Program, which grew out of the company's 35-year-old designer training program.

First, it helped the state extend its apprenticeship training program to a new field — engineering — by creating a new apprenticeship classification: senior designer.

Financial Help Not Taken

Second, it turned down an opportunity to apply for $1.4 million in state assistance — becoming the first company to do so, according to Duscha.

In deciding not to consider state funding, Fluor Chairman J. Robert Fluor said he did not believe it was appropriate for federal or state funds to be used to subsidize what should be a private-sector program.

That decision drew praise from Dushca. "No one else has turned down state money. We applaud their decision."

He added, "We have had a recent history of one company raiding another for trained people while complaining about the quality of education that newcomers in the field are getting.

"The time has come for companies to take more responsibility for training new people and giving their own people a chance to move up."

That's exactly what happened at San Juan Capistrano-based Dunegan-Endevco Corp. (a division of Becton Dickinson & Co.), where 11 employees graduated from a year-long electronics apprenticeship.

Upon their graduation, says Endevco President John Saunders, all 11 were promoted to better jobs, thereby creating an equal number of new openings at the electronics instrument manufacturer. Both employer and employees were delighted with the results, according to Saunders.

College Credits Available

Fluor apprentices are full-time employees who receive four years of training in piping, control systems, electrical or structural design.

Under the state program, they can earn state certification of journeyman status in one of the four design disciplines, and credits toward an associate of arts degree in engineering technology at Saddleback College. Veterans Administration education assistance is available to those who qualify.

"We think our apprenticeship program is the only one of its kind in the United States," says Jay Sheffield, a Fluor training administrator for six years. "It's a marriage of the practical with the theoretical."

Photos CLIFF OTTO / Los Angeles Times

Manuel Martinez — Arlene Smets

Apprentice Manuel Martinez agrees. "I've talked with many people who have four years of school and they're totally lost on their first job. You can learn a lot more in day-to-day experience," he says.

Upon completing the program, apprentices become senior designers who can earn an annual salary of $26,800 to $30,000, according to J.L. Barber, manager of piping engineering.

Should a senior designer earn an engineering degree, he or she could go into management positions commanding upwards of $38,000 annually.

Companies like Fluor benefit from participation in an apprenticeship program because it allows them to train individuals to meet the specific needs of their own industry.

"What we need is senior designers. We can't find them so we have to grow our own," Sheffield says.

Fluor can spend up to $8,000 to $10,000 training each designer, but Barber says the investment begins to pay off quickly. Apprentices, he notes, are able to begin work on company projects soon after completing their basic traning.

THE EDUCATIONAL CHANGES

This section contains information and suggestions for counselors, vocational education administrators, and instructors to use in their work with students. The parts of the section are as follows:

- Awareness, Attitudes, and Behaviors;
- Training Education Personnel;
- Recruiting, Teaching and Supporting Students; and
- The Role of Change Agents.

The suggestions here are general ones; we urge readers to obtain and examine the materials and curriculum guides listed in the following section, Resources for School Personnel, for teaching methods and activities.

AWARENESS, ATTITUDES, AND BEHAVIOR

Because traditional sex-role socialization has been an integral part of most everyone's -- including educators' -- personal development, education, and work experience, it may be necessary to engage in some activities to produce awareness among educators of the problems created by sex stereotyping and discrimination. Occasionally a single incident will stimulate a "click" of recognition of discrimination, or an insight that things don't have to be the way they are.

Examples of incidents that promote awareness include a counselor's offering the name of a female student to an employer working in a cooperative education program, and noticing for the first time the employer's response, "We hire only boys for these positions," or a teacher's announcing that girls, but not boys, must wear hairnets in the kitchens and then noticing that some boys in class have longer hair than some girls.

A program to increase such awareness is usually effective with school personnel if it includes statistics about the labor force and women's participation in it, information about the education levels and marital and parental status of women throughout the country, use of one or more of the many films that depict stereotyping and ways to overcome it, and opportunities for discussion and reaction. Emphasis should be placed on the legal mandates to provide equal educational opportunities for both sexes, and classroom teachers should be assured that as they make changes in their teaching, they will be supported by the school board, administration, and community.

Administrators should provide leadership in informing board members and parents about the changes to be made and the reasons for the changes, and should solicit the interest and support of these persons in the effort to make the educational programs equitable. Administrators may call upon the free services of the Sex Desegregation Assistance Center in their federal region, the State Education Agency project to provide technical assistance in sex desegregation, and the Sex Desegregation Training Institute(s) in nearby institutions of higher education, all of which are funded by Title IV of the Civil Rights Act, and are described in more detail in the earlier section, The Legislative Changes.

Attitude change and changes in behavior are examples of the phenomenon, "Which came first -- the chicken or the egg?" Social policy and practice in this country are often guided by laws that prescribe certain behaviors and proscribe others; changes in people's attitudes then follow after the changes in behavior. On the other hand, if a person has experienced an overwhelming change in his or her awareness of sex discrimination, that person's attitude may change, thus leading to change in behavior, such as use of certain language.

Attitudes that might make a difference in what vocational educators teach include:

- Feelings about women working for pay.
- Opinions about women's physical health and strength.

- Concerns about working mothers or wives.
- Ideas about women's interests, talents, intelligence.
- Expectations of how adolescents will react to and treat one another in class.

Behaviors that might make a difference in what vocational education students learn include:

- Teachers deprecating women students, or praising them.
- Teachers using the generic male terms (he, his, him) in referring to students, workers, or employers, or alternating the sex of the persons to whom referred.
- Counselors leaving students enrolled in courses that are not traditional for their sex to fend for themselves, or providing discussion or support groups for such students.
- School personnel quietly offering new course opportunities without recruiting participants, or informing parents and students of the new opportunities and encouraging them to take advantage of them.

Both the necessary attitude changes and new behaviors can be learned and practiced if school personnel receive information, encouragement, support, and praise for their efforts.

TRAINING EDUCATION PERSONNEL

It is to be hoped that professors of education will soon include routinely in their sociology, psychology, and methods courses information about sex-role socialization, sex discrimination, and ways to provide equal educational opportunities for both sexes. Courses in educational administration should also include this information. In addition, education professors should encourage interested students to enroll in programs within fields that are not traditional for their sex. In 1970-71, 74 percent of the bachelor's degrees in education but only 21 percent of the doctorates in education were earned by women, and women earned only 8.5 percent of the doctorates in educational administration (Why Title IX? Martha Matthews and Shirley McCune, Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C., no date, p. 4.).

The differences between the percentages of each sex who earn the first and last academic degrees might be somewhat lessened if education professors more vigorously urged women to specialize in areas such as administration, and encouraged men to work in areas such as early childhood education and reading.

The field of vocational education has been dominated by male teachers and professors except in the areas of home economics and business. Women undergraduates who are studying to become classroom teachers should be encouraged to work in other areas of vocational education, both for the satisfactions such work offers to them, and for the opportunity they would gain to become role models for their own students in secondary and postsecondary vocational programs.

Because we are in a period of zero population growth, and the school-age population continues to decline from its peak in the 1960's, it is appropriate to plan most of the training of teachers, counselors, and administrators as inservice activities during the school year or in university courses attended by school personnel. Inservice training usually includes the development of awareness of the problems and their causes, information about how to change educational practices, and demonstrations using real models or audio-visual materials.

The training module, Freedom for Individual Development: Vocational Education, requires only seven hours' total instruction, presented in units on three different days, and is intended for all teach-

ers of grades K-12, and administrators, paraprofessional support staff, counselors, social workers, and other workers in the school system. The module includes a complete script for the trainer and all materials, ready for duplication. See Resources for School Personnel for information about the availability of this training module.

Several other materials suitable for self-instruction or directed instruction of school personnel are listed in the following section. Administrators who supervise vocational education are encouraged to examine some of these materials and then use them to help their teachers identify and eliminate sex discrimination from the vocational education program.

RECRUITING, TEACHING, AND SUPPORTING STUDENTS

Recruiting women students for vocational courses that are nontraditional for their sex, teaching women and men students, and providing emotional support to them in unfamiliar classes should be an integrated set of activities undertaken by school personnel to serve students effectively. Teachers, counselors, and administrators have particular responsibilities for instruction, and if these individuals make an effort to inform parents about the new opportunities being offered to students, it is probable that parents and community members will assist and reinforce the efforts of the school personnel. School nurses, social workers, custodians, office personnel, paraprofessional support staff members, and others can also serve as role models and informal advisors to students, especially if they themselves are aware of the changes in educational programs and are encouraged to share information about their vocational training and work experience with students.

Below are listed specific activities that can be undertaken when (1) recruiting, (2) teaching, and (3) supporting students. The activities for these categories are not mutually exclusive; there are overlapping and supporting activities.

RECRUITING STUDENTS

Recruiting students for vocational courses and programs should be a positive, active effort by school personnel. In choosing courses, students often are guided by strong school and family traditions, by rumors about the personalities and teaching practices of teachers, and by the expectations of their peers. The following activities will help students overcome the effects of these pressures and make their choices based upon their personal interests and talents.

- COURSE DESCRIPTIONS. Title IX requires that all course descriptions and advertising for courses be free of sex-linked language. Course titles such as "Girls Woodshop," or "Bachelor Cooking" are illegal, as are indications that courses are open to one sex only or are designed for one sex. It is also illegal to enroll students preferentially by sex. As teachers and administrators write new course descriptions, they might like the challenge to make the courses sound interesting to students who would not have enrolled in such courses in the past.

- ADVERTISING COURSES. Several methods can be used to inform students and parents about opportunities to take vocational courses. Brochures and bulletins read and distributed in homeroom or other classes, and to parents either directly from the school or through organizations such as the Parent-Teacher-Student Association or booster clubs provide specific information for students and adults to consider and discuss. Assemblies, open houses, awards pro-

grams, and other meetings are excellent public relations activities, and they are vehicles for students to see the personnel, equipment, and classrooms, so that vocational education will be less mysterious to students who are not familiar with it.

- COUNSELING SESSIONS. Counselors have a clear mandate under Title IX and opportunities under Title II, Vocational Education, to obtain training and to provide leadership and guidance to students in designing their courses of study. If counselors can view their new responsibilities as an opportunity to improve the education of secondary and postsecondary students, then their own positive attitudes will be transmitted to their students. Many of the materials listed in Resources for School Personnel are useful to counselors, both to inform themselves and to use with students.

- STUDENT AND ADULT ROLE MODELS. Within every educational institution, several individuals are opinion leaders. Some are the elected leaders among the students; others are informal opinion leaders who by force of their personality and behavior influence their classmates and others. Among the employees of a school or school district, nearly everyone influences the students with whom she or he comes in contact. It is important that the influence of these individuals on the aspirations and expectations of students be recognized, and that formal and informal training and awareness activities be conducted for them to maximize their capacity to help women and men students to expand their own opportunities.

TEACHING STUDENTS

Every contact between a student and a staff member of a school is a potential teaching and learning experience. Here we will emphasize elements of the more formal teaching occasions that occur in classrooms under the direction and supervision of teachers.

- CURRICULUM MATERIALS. The curriculum guides and several of the reports and other materials listed in Resources for School Personnel contain information and activities to increase students' awareness of sex-role socialization, sex discrimination, and the antidotes to discrimination--new ways of learning, planning, and fulfilling their educational aspirations. Most of these items deal with career choice, self-concept and self-esteem, and vocational education in general. Teachers may find that the textbooks that pertain to specific courses are filled with sex stereotyping. Until publishers are persuaded to change text and illustrations to include both sexes and until schools purchase new nonsexist textbooks, teachers may use the stereotyped materials as examples to illustrate the traditions of our society while teaching students that changes are being made in the laws and educational practices.

- SUPPLEMENTARY MATERIALS. We designate a category of supplementary curriculum materials because many teachers and counselors must use such materials while they await new textbooks and formal curriculum guides. Several sets of photographs are available that show men and women in nontraditional employment and roles. Some magazine advertisements are pointedly nonsexist and make bright displays on classroom walls and counselors' bulletin boards. Many films, audio cassette tapes, slide-tape shows, simulations and games, and printed materials are available at minimal cost to supplement the main curriculum. See Resources for School Personnel for several of these items.

- TEACHING BEHAVIORS. The following are several actions that teachers can take to provoke their students into examining their own biases and assumptions, and to help students consider new options.

  a) Use the pronoun "she" when referring to auto mechanics, carpenters, and other workers who have usually been males in our society. Use the new terms listed by the U.S. Department of Labor in the directory of occupations, such as "draftsperson" and "salesperson." When using a textbook that contains only the generic male terms ("he," "him," and "his") and the pictures of males receiving training or working--with, perhaps, some female clerical workers in evidence--dis-

cuss with students the sex-role stereotypes in the book.

b) Expect the same kinds of learning behavior and same numbers of mistakes from female students as from males. Assume that the women are as serious about and interested in their future careers as the men are, and offer them career guidance and information.

c) Bring women workers to the classroom, and conduct field trips to places where women and men are doing nontraditional work. Provide opportunities for informal discussion about the challenges, problems, and rewards of their work. Open discussion of the problems and difficulties may be especially important, as students may have concerns about these. Parents may be a source of role models for these activities.

d) Discreetly poll students about the patterns of training and employment in their families. Because our society places such importance on individual job status, it is imperative that teachers handle discussions about family members carefully. Skillful teachers can help students to acknowledge that few families these days contain the entire stereotypical grouping of an employed father, a homemaking mother (who does not work outside the home), and two school-age children. Through discussion of the various lifestyles of their classmates, students may relinquish some of the myths about women's working patterns and develop for themselves a stronger desire to plan and control their own working lives.

SUPPORTING STUDENTS

Although a narrow definition of the responsibilities of teachers, counselors, and administrators would include only the teaching of content and skills to students, most teachers and parents expect that educators assume responsibility for promoting students' personal and vocational development. The latter is a great responsibility, and in attempting to fulfill it, school personnel may experience frustration, inspiration,

personal and professional satisfaction, or all of these. We offer several ways that school personnel may promote and support students, and suggest that school personnel may look to one another for mutual support as well.

- Sex roles. It may be safest to try to ignore one's own sex and the sex of one's colleagues and students in educational settings where the business of the moment is teaching and learning. Care should be taken not to conclude that a person does something because of the person's sex. Sex-role socialization will have trained most people in the next few generations to behave in predictable ways and to have predictable attitudes, but the trend now is toward liberating ourselves and others from sex stereotypes whenever possible.

- Individualized instruction and counseling. When women and men students begin to take courses that are not traditional for their sex, they will benefit from instruction and counseling--including opportunities to talk with others who are having the same new experience--

that attends to the unique or particular needs and problems that develop. Teachers and counselors should avoid singling out individual students or the group of women (or men) students for attention, either in praise or criticism, just because they are female (or male), but they will find that students respond well to praise and assistance tactfully offered by any members of the school staff.

- Physical appearance. It is wise not to comment on anyone's appearance unless one knows the person to whom one is making the comment, as a colleague, friend, or partner in a learning situation. Our society has especially over-rated the importance of women's physical appearance to the point of devaluing what women think or how well they perform a job. Classroom rules for clothing, protective garments, and general appearance should be applied evenly to both sexes and be treated matter-of-factly as a part of the learning situation.

- Humor. Sexist comments and jokes are in poor taste, like ethnic and racist jokes. Creative people find much to poke fun at and laugh about among human foibles without pointing to the sex of individuals or to sex-role behaviors or stereotypes.

THE ROLE OF CHANGE AGENTS

Much has been written about the role and function of change agents, persons working to effect changes in the attitudes and behaviors of other people and themselves. The main elements of situations where change agents can be successful in promoting social change include: identification of the current situation that requires change; identification of the events, actions, and attitudes that will help to promote change and those that will hinder change; efforts to make the change(s), using the resources available; and maintenance of the change(s) through continuing support of the people in the new situation.

As change is made in the area of sex equality, considerable mentoring and role modeling are needed, and often they can be provided by students, school personnel, and parents and community members, all of whom are seeking new rules and new ways of functioning and integrating as individuals. There is a fine line between enforcing high standards for new behavior and competent work -- both in the area of articulating the problems and solutions related to sex discrimination, and in the labor market -- and providing the newcomers to a field such as vocational education with training and support as they make efforts to participate fully.

The times are changing. Federal laws and programs are requiring that educators make changes in schools and that employers change their policies and practices. It will be relatively less painful for everyone if we make the changes voluntarily rather than under court order or the threat of withdrawal of federal funding for educational programs. The benefits of such changes will be felt by women and men alike. Women will gain social and economic independence and will assume more responsibility for their own welfare; men will be freed to develop aspects of their personalities and skills that they have been hindered from expressing; the labor market will have an additional pool of qualified people to do the work of our society; and individuals and family will be more fulfilled.

Counseling Women Into Careers

Counselor to women: Your scores in math and science are excellent. Why don't you get your degree in math education? That would only take four years, whereas medicine would take many more--probably longer than you want to wait before marrying. Furthermore, teaching, unlike other jobs, will let you be home at 3:00 when your children return home from school.

Counselor to women: Your scores in math and science are excellent. Perhaps you want to consider a career in medicine. You might be almost a pioneer. There aren't too many brain surgeons who are women. And brain surgeons, of course, can pretty much set their own schedule so you could plan to be home at 3:00 when your children return home from school.

Counselor to women: Your scores in math and science are excellent. Perhaps you want to consider a career in medicine. You might be almost a pioneer. There aren't too many brain surgeons who are women. It could be an immensely rewarding profession not only financially but in the great intangibles of power, prestige and honor. Period.

INTEGRATING MALE AND FEMALE ROLES

The following are hypothetical situations. Indicate your reaction to each by checking the appropriate column.	Very comfortable	Comfortable	Uncomfortable	Very Uncomfortable
1. You are applying for a job. A male receptionist ushers you into an office where you are greeted by a female vice-president who will conduct the interview.				
2. You are flying to Chicago. A male steward welcomes you aboard the plane and later a female voice says, "This is your captain speaking!"				
3. You go to enroll your four-year-old in a nearby nursery school and discover that all three teachers at the school are males.				
4. You are introduced to a new couple in the neighborhood and discover that the man stays home all day with two small children while the wife is out working.				

DEFINITIONS

Sex Role: Social behavior that is prescribed and defined by tradition, as contrasted with actual biological differences.

Sexism: Any attitude, action or institution that subordinates or assigns roles to a person or group because of their sex. Sexism may be individual, cultural, or institutional; intentional or unintentional; effected by omission or commission.

Sex Discrimination: Sexist practices, policies or procedures that are specifically prohibited by law; any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of their sex.

Sex bias: An attitude or behavior which reflects adversely upon a person or group because of sex, but may not be covered under present legislation; behavior resulting from the assumption that one sex is superior to the other.

Sex Stereotyping: Attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex.

Sex fair: Practices and behaviors that treat males and females similarly; may imply separate but equal.

Sex Affirmative: Programs, policies or procedures that attempt to overcome the effects of past sex discrimination, bias and/or stereotyping.

Feminist: Any person (male or female) who believes that women should have political, economic, and social rights equal to those of men.

Nontraditional student: A man enrolled in a vocational program that has typically 80% or more female enrollment or a woman enrolled in a vocational program that has typically 80% or more male enrollment.

THE OTHER SIDE OF THE DESK: COUNSELING WOMEN FOR NON-TRADITIONAL JOBS

Non-traditional work is not right for everyone. However, some women have an aptitude for this kind of work, and would be interested in these jobs if they thought the jobs were available. As a counselor, you are unlikely to meet a woman who will walk into your office, sit down and say she wants a non-traditional job. The concept of women's work versus men's work in our society has blocked out certain kinds of jobs for women in most people's minds. The client is unlikely to mention non-traditional job options, and until recently, most counselors would not have mentioned them either.

Welfare receipients are pragmatists. Often they will simply ask, "What kinds of jobs do you have?" Or, if you question them about the sort of work they are interested in, they may say, "Anything." In these circumstances, "anything" probably translates into domestic work, clerical work, or factory assembly. Most recipients have already held these jobs. They believe these jobs are all they have to choose from, and are often discouraged by the low pay.

You can help the client most by being objective and well-informed. You should not be perceived as wanting to "convert" clients to non-traditional work, or trying to discourage them from these options. Whenever possible, you should present a balanced view of the advantages and disadvantages of non-traditional jobs, and help each individual make a good decision for herself.

Before introducing non-traditional options, allow enough time to work with your client, so you can establish a rapport. Your client should feel safe to explore these kinds of jobs, probably for the first time in her life. You should bring up non-traditional options in a context of job exploration. There are many different ways and styles. Below is a process adapted from a training manual for WIN staff entitled Increasing Job Options for Women in Non-Traditional Job Placement (Center for Human Systems, Suite 540, 2021 L St., N.W., Washington, DC 20036). Adapt this method or change it completely until it is "yours."

Step One: Gather Information to Assess the Client's Potential for a Non-Traditional Job

As an experienced interviewer, you have developed your own style for collecting background information on work experience, education and interests. In order to get a more complete picture of your client's potential for a non-traditional job, explore the same subjects, but just a little differently or more extensively. You may have to delve beyond the titles of jobs she has held to discover skills and interests translatable to non-traditional options.

The following are some questions relevant to non-traditional work:

Has your client held any jobs involving physical labor?

What generic skills were involved in some of the "women's jobs" she has held (e.g., handling equipment, following or giving instructions, working (independently)?

What jobs did she enjoy most and why?

In what abilities and skills is she most confident?

Has she done any volunteer work in her community, church, or school? What skills did the work entail?

Does she have any hobbies (e.g., sports, photography)?

Does she cook or bake, do needlework, or make clothes?

Does she fix things that break around her house?

What extracurricular school activities did she participate in?

What additional information would she like you to know about her talents, skills, interests, and aptitudes?

Step Two: Clarify Job Values

The next step is to discuss with your client the factors which are important to her in considering a job. A Job Value Clarification Guide is a tool for discussing the client's job values and seeing how they relate to some past jobs. Once you have collected all background information, including homemaker skills, and she has defined her job values, you will have a good picture of her potential for a non-traditional job.

Step Three: Discuss Non-Traditional Options

By the time you get to this step you have gathered enough information to discuss the possibility of a non-traditional job. (If you feel a non-traditional job is inappropriate for your client, you do not have to raise the option.) Initiating a discussion about non-traditional jobs is best handled in the manner most natural for you. One possibility is to use the information from the job values discussion and relate your client's values to non-traditional options. Often one or more of the client's most important job values is involved in many non-traditional jobs. For example, if your client identified salary as an important value, you can mention that non-traditional jobs meet that value. Or if you have some non-traditional openings on hand, you can show them to her and ask her if she would be interested. A general discussion of the advantages and disadvantages of non-traditional work might be another approach. Your objective is to help your client see that a non-traditional job is a possibility, one of her options. Try not to push or rush her. She may be able to decide immediately, or she may want to go home and think about it.

Step Four: Help Client Prepare for and Obtain a Non-Traditional Job

Clients may also have fears of entering a non-traditional job, which they have difficulty articulating. A client may be afraid that she will not be able to get a non-traditional job; that she will be the only woman on the job; that she will not be able to learn the skills; that she will not be strong enough; or that she will not be accepted by co-workers,

family, and friends. To help a client overcome her fears, you should first acknowledge that her fears are understandable and valid. Then try to provide some positive reinforcement which will reduce her fear. Try to help your client view her fear as something she is willing to overcome. Some clients do not have these fears. As long as you feel your client has had the opportunity to voice any fears, you need not bring them up.

Working with Employers

Most employers have never considered women for certain kinds of jobs. For this reason, you may want to develop a special strategy for working with employers to place women in non-traditional jobs. This strategy can include: deciding which companies to approach; learning how to approach them and how to handle their doubts; and advising the employer on how to help a woman stay on the job.

Choosing Companies

Finding the right companies to approach can save you a great deal of time and energy. Try to select companies which fit the following criteria:

The company or industry is growing fast and is expected to increase its labor force. A growth spurt provides an optimal situation for placing women into non-traditional positions. Use your energy where there is the greatest likelihood for results. You can find information on expanding companies and industries in government publications (local labor projections), and in the financial pages of the newspaper.

The company has already worked with your agency. If the company and your agency already have a good relationship, you may have an easier time asking the employer to consider women in non-traditional jobs. Otherwise you must first sell your agency, and then the idea of women in non-traditional jobs.

The company is serious about Affirmative Action. The company should have a written Affirmative Action plan with specific plans and timetable for bringing women into areas where they are currently under-represented. You are probably wasting your time if the company has never analyzed where women are not working in the company, and has not established realistic goals for addressing this situation.

Approaching the Employer

You can present a specific candidate for an opening, or you may prefer to have a general discussion on the employer's previous experiences (if any) in hiring women for non-traditional jobs. Try to ascertain how aware the employer is of equal employment opportunities laws and assess the employer's commitment to hiring and promoting women. Be aware, too, whether the individual you are dealing with objects personally to placing women in non-traditional jobs. If this is the case, you may need to point this out.

Approach the employer directly and positively. Point out that there are women interested in and qualified for these jobs. Note you are helping to tap a new pool of candidates for employment, and with more candidates to choose from, the employer is more likely to locate the best employees. You should emphasize the need for a fair and unbiased interview by the employer, and afterwards an honest appraisal of the client's qualifications and experience.

Be prepared to deal with the employer's doubts about the likelihood of success in placing a woman in a non-traditional job.

Advising the Employer

An employer should not think everything is done once a woman has been hired for a non-traditional job. Because non-traditional jobs are new for both the woman and her co-workers, point out that some additional attention may be needed to ensure she has every chance for success.

When the employer is considering hiring a particular candidate, encourage her or him to make sure the applicant is fully aware of the details of the job. A visit to the work place and an opportunity to talk with other workers about the job (particularly women with that job) will help the applicant have an accurate perception of the job. If the work is physically demanding, the employer should make sure the woman is in good physical shape, or give her time to get in shape before she begins the job.

Urge the employer to treat this woman in the same way as a new man on the job. She should get neither better nor worse treatment than a man. Some women in non-traditional jobs have not been allowed to do the very heavy or dirty parts of the job because of male chivalry. Other women in non-traditional jobs have been asked to do only the heaviest and dirtiest tasks as a way to test them. The employer should make sure that the woman's supervisor treats her fairly, and gives her adequate training and guidance.

Hiring more than one woman at a time in non-traditional jobs increases the likelihood of success. When two or three women are working in the same company (even in different divisions) they will feel less isolated and share the attention of their co-workers. They can also eat lunch together, compare notes, and support each other.

An employer should be prepared for some women not to work out successfully, just as some men do not work out successfully. Encourage the employer to anticipate some attrition and not to generalize about all women from limited experience.

FACT SHEET: ESTIMATED 1981 HOURLY WAGES FOR SOME TYPICAL "FEMALE" AND "MALE" JOBS (APPRENTICESHIP)

JOB	TYPICAL APPRENTICESHIP WAGE ($/hour)	JOB	TYPICAL APPRENTICESHIP WAGE ($/hour)
File Clerk	3.50-5.75	Bricklayer (union)	13.00-14.00
Secretary	6.00-7.75	Plumber (union)	14.00-15.00
Bank Teller	3.50-6.00	Welder	8.50-15.00
Librarian (With Master's Deg. Starting)	7.00-8.25	All-round machinist	9.50
Licensed Practical Nurse (starting)	6.00-6.25	Appliance repairer	5.50-10.00
Waitress (plus tips)	1.75-4.50	Truck Driver's Helper	9.25
Cosmetologist (starting)	3.00-4.50	Telephone Cable Splicer	9.50
Computer Keypunch Operator (trainee)	4.50-5.25	Painter/paperhanger (union)	12.50-13.50
Cashier (beginning)	3.50-5.50	Tool and die maker	10.00-10.75
Telephone Operator	5.25-7.00	Automobile Mechanic	11.00
Bookeeper	4.25-5.25	Railroad Conductor	12.25-14.50
Stenographer (senior)	4.75-6.00	Ironworker (union)	13.00-14.00
Accounting clerk	5.25-6.75	Cement Mason (union	12.00-13.00
Dental Hygienist (experienced)	C.75	Electrician (union)	14.00-15.00

Source: News Chronicle 1981

EMPLOYERS CAN EXPECT EMPLOYEES TO ASK, "WHY WASN'T I OFFERED THAT TRAINING OPPORTUNITY?"

THE CHANGING WORKPLACE AND WORKFORCE

BY ROSEMARY J. ERICKSON

The major issues of the '80s are likely to be: increased regulation; industrial centralization; being technologically surpassed; the workplace; women; the economy; research and development; the individual; privacy and rights; intellectual life; and the American conscience.

These are outlined in a booklet entitled, "Some Issues in America in the early 1980s," as part of Western Behavioral Sciences Institute's planning for the 1980s. For that, I conducted a social trend analysis over the past several months, which included monitoring and analyzing major newspapers, news magazines, and over 5,000 social science journals, and interviewing people locally, in New York, and in some 25 agencies in Washington, D.C.

Work force issues recently have focused on the continuing need to hire and promote women, minorities and other disadvantaged groups. Eli Ginzberg (1978) explains just how much this pressure is expected to increase in the future. He has this to say: "I believe no court can stop or even significantly slow the drive to eliminate all forms of discrimination in employment. In fact, there probably will be an acceleration of pressures to push ahead — pressure from self-interested groups whose consciousnesses have been raised, from a bureaucracy committed to broadening opportunities, and especially from the steadily increasing numbers of educated blacks and women who are ready and eager to compete for the better jobs." (p. 26)

Where does the rub come in? Ginsberg continues: "Changes in the hard core of the labor force — white males — are also occurring rapidly. The tremendous increase in the numbers of young white workers has abated. The curve will show a bulge soon in the 25 to 34 age group, and somewhat later in the 35 to 44 bracket. Consequently, in the next decade or two there will be severe crowding in the lower ranks of management. Not only will there be acute competition among white males, but also growing numbers of blacks and women will be added to the pool of competitors." (p. 26)

Labor arbitrators, lawyers, and judges are becoming increasingly aware of the profound legal, sociological, and economic changes taking place in our work force, and the increasing realization that equal treatment in all aspects of employment must be the keystone of our society (Rosenberg, 1979).

Competition is keen in the work force today. For the first time, over 50 per cent of American women work outside the home, so the typical woman is no longer a housewife. The number of women managers increased from 22.3 per cent in 1977 to 23.4 per cent in 1978. The number of blacks who are in the professions increased from 4.8 per cent to 11.7 per cent between 1960 and 1976, compared with an increase of 12.1 per cent to 15.7 per cent for whites. The work force is increasingly educated. In 1940, only one in 22 workers were college graduates. Today they are one in four. Since Congress decreed that employers cannot force their workers to retire before they

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"It can be expected that training decisions will be viewed as being of increased importance due to the increased competition for promotion from women and minorities."

reach the age of 70, there will be changes in the age distribution of workers. It was, in fact, this amendment to the Age Discrimination in Employment Act that was apparently the ultimate issue that brought Sears to file its suit against 10 federal agencies claiming conflicting regulations — that is if people cannot be retired, it further tightened the job market for women and minorities. Also with the baby boom bulge already in the work force the bulge will be advancing in age. (Incidentally, this has tremendous implications for marketing, too — the "youth" appeal is expected to diminish as a greater proportion of the population becomes older.)

Competition will be intense in the upcoming years not only because of the sheer demographics and involvement of women and minorities, but also because of another phenomenon — the professionalization of the U.S. labor force (Ginzberg, 1979). Many workers are educated and trained for six or seven years beyond high school, so they have had to learn to think critically. They do not automatically accept the values, goals, and patterns of behavior in the society around them or of the companies in which they work. Clearly this kind of judgment narrows the discretion of top management in the public agencies and business organizations in which they are employed. A hierarchical, authoritative management is probably incongruous with such a work force.

The Population Survey for 1977 (Ginzberg, 1979) shows professional and technical workers to be up by 97 per cent in a single generation (that is from 1958). These include the professions of law, medicine, professors, writers, artists, entertainers, teachers, counselors, librarians, and other helping professionals, engineers, accountants and the new professions. The new professions are the outgrowths of postwar developments in technology — and include computer specialists, operations and systems analysts, lawyers, auditors, and others serving large businesses in personnel and labor relations, social science, research, etc. In addition, and what we are talking about here, is fairness and competition in the labor force, and how in the future it can be expected to have much less to do with hiring, and much more to do with promoting.

The slope of the trend to professional management is plainly steep, with a swell of U.S. managers and administrators in the last 20 years increasing by 110 per cent. In short, there are more educated people of all races and both sexes who are qualified to compete for top-level jobs than ever before in our history, or in the history of any society.

If the projections in demography and professionalization are correct, the training design environment can expect heightened pressure for training opportunities that contribute to a manager's promotability and also to personal job satisfaction — employees will ask a question such as, "Why wasn't I offered that training opportunity?"

It can be expected that training decisions will be viewed as being of increased importance due to the increased competition for promotion from women and minorities. Selection for training has been determined by the courts to be an employment decision (Ginzberg, 1979; Gordon, 1978; Maslow, 1976; Schneier, 1978). As such, it falls within the laws and regulations regarding adverse impact on protected groups. In a context of intense competition, training decisions will face greater risk of legal challenges. The issue of training and its importance in the future

can only be mentioned today as a way of putting you on alert that the training and development decisions of the future will be as important as the hiring and selection decisions of the past and present.

Along with these trends is an important change in values and attitudes among the work force. These were reported in the *Harvard Business Review* recently where employee attitude surveys over a 25-year period were examined. It was reported that employees perceived that their *basic needs* for adequate pay and working conditions are being fulfilled to the extent that they are now replaced with concerns for esteem-related factors such as advancement opportunity, equity, respect, and companies' responsiveness to employees' problems.

This fits well with Maslow's hierarchy of needs, with five levels: the lowest are physiological needs or bodily needs; followed by safety needs; social needs; ego needs (self-esteem and confidence); and need for self-actualization (creativity and fulfillment) (Miner & Miner, 1973). As one level of need in the hierarchy is satisfied, these needs will no longer be as of great a concern, and the person moves up to the next level. What employees appear to be saying, in general, is that their basic needs of pay or security are relatively well taken care of; therefore, they have moved to needs such as social and ego and even self-actualization. This is what is being expressed when they ask for more advancement, training opportunities, greater equality, more respect from supervisors, and greater responsiveness from their companies.

The work force is also more informed today than ever before. They are aware of their needs and aware of their rights, Affirmative Action requirements, and the company's responsibility to them as workers.

Changing Employee Values

Although there is no doubt that management practices and personnel policies have been evolving, advancing, and improving, it appears that employees' values and their sets of expectations have been evolving at an even faster pace. Evidently, companies will have to speed up their pace if they are to keep up with employees' changing values. It has been speculated that these changing attitudes in the work force represent the following shift, according to Cooper, Morgan, Foley, and Kaplan (1979): "The 1960s were characterized by increasing demands for as well as tolerance of self-expression, self-fulfillment, and personal growth — everywhere but in industry. These demands are really just beginning to be voiced in industry, where employees at all levels, many of whom are recent graduates, now feel that they too are entitled to experience some intrinsic satisfaction from their work." (p. 124)

A nationwide poll last year indicated that job dissatisfaction in America had increased from 1973 to the present. One expert suggests, however, that this may reflect dissatisfaction with the quality of life and a general social mood, rather than with the quality of the workplace (Labor Letter, June 1979).

In any event, the crucial issue becomes the degree to which management can sharpen its decision-making skills to successfully identify, anticipate, and address changing values in their own organizations. "But make no mistake about it," Cooper et al. (1979) goes on, "these value changes will be the *realities* that companies must face in the 1980s"

One move that companies will no doubt make will be for greater responsibility toward the worker. It is worth their while to provide certain services for employees to improve morale. This relates to health, mental health, alcoholism, boredom and all such job-related problems. And there are many improvements or changes that can be made. There is nothing magical, for example, about the number "40" — as in 40-hour workweek. The workweek could be shorter. In some cases, people are trying out job-sharing, which helps unemployment and working mothers — and is where two people split the

responsibilities of one job. This can be done at management levels, not just on the assembly line. Flexitime is gradually being introduced in more companies. There is also the idea of having people work on the total product and using teamwork on assembly lines. In addition, personal career development for individuals and preretirement planning are being introduced in some larger companies. To provide more high-level positions, companies may have to become more lateral than hierarchical. A lot of creative thought and effort will need to be given in this upcoming decade to find the "solutions" — particularly when the problems (or challenges) continue to change.

An economist (Jules Backman, 1979) underlines the change we are experiencing by pointing out that "overall, while unemployment will lessen in the next decade, employee unrest will probably increase because of the effects of the demographic changes in the work force. An increasing number of older workers, limited opportunities for promotion, more pressure for Affirmative Action, and the demand for part-time, flexible working schedules will combine to intensify labor dissatisfaction." It remains to be seen whether these demands can be met without undercutting the risk-taking, profit-seeking, efficiency criteria which has been the American businessman's tradition.

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The implications of an aging workforce

Dealing with the changing expectations of older workers

Susan R. Rhodes, Michael Schuster and Mildred Doering

Over the next four decades, the age composition of the workforce will change dramatically as those born immediately after World War II advance in years. During the 1970s the average worker was just entering the workforce. The workforce of the 1980s is characterized by early middle agers; the 1990s will be dominated by late middle agers and the first two decades of the 21st Century by older workers and retirees.

The aging of the workforce is reflected in the 42 percent increase in the number of persons in the 45 to 54 age category, which will be taking place over the decade between 1990 to 2000 and a similar increase in the 55 to 64 age group between 2000 and 2010. Clearly, the shifts will provide human resource managers with a number of challenges. Moreover, managing human resources will be even more difficult in view of the recently enacted legislation raising the mandatory retirement age to 70, as well as other aspects of the Age Discrimination in Employment Act (ADEA).

Based on a review of the literature regarding managing an aging workforce, this article identifies a number of guidelines for human resource managers to draw on in managing an aging workforce. All aspects of personnel management are touched upon, including:

- Personnel research.
- Organization and job design.
- Manpower planning and forecasting.
- Staffing.
- Training, career planning and development.
- Compensation, fringe benefits and services.

Personnel Research

Personnel research within organizations will be a particularly critical function in dealing with the uncertainties related to managing older employees. Personnel research will assist in finding solutions to problems and aid in evaluating the effectiveness of the personnel function. Moreover, research will signal the need for changes in personnel policies and programs. Some specific types of research which managers should implement are: employee attitude surveys, assessment of differential effectiveness of training methods depending on age groups and assessment of career planning methods.

While we know there are age-related differences in job preferences, work attitudes and work behaviors,[1] we do not know why these differences exist. As a result, we cannot be assured that what holds now will hold in the future. The practicing manager will need to assess periodically the preferences of employees in the organization, the degree to which these prefer-

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ences are being met and the effect of discrepancies on work attitudes and behaviors. This assessment can be done through periodic organizational surveys (using survey feedback techniques) and individual counseling sessions between employees and their immediate supervisor. Based on feedback received, organizational policies and practices can be revised to reduce discrepancies. In this way, the organization will be able to adjust gradually to the changing character of the workforce.

Training methods used in the past may no longer be effective for the aging worker. It is important training methods be assessed in terms of their differential validity according to age. On the basis of the results, training programs can be tailored for specific age groups to foster desirable outcomes.

As organizations implement career planning programs to deal with some of the problems of an older workforce, personnel research will need to determine the effectiveness of planning programs in bringing about desired outcomes. In particular, organizations may want to evaluate the effectiveness of career planning methods in terms of forestalling obsolescence and the advent of the midlife crisis and in maintaining high performance levels throughout an employee's career.

Organization And Job Design

The high premium placed by white collar workers of *all* age categories on fulfilling, meaningful and enriching work along with lower turnover rates of older workers and the importance of opportunities for advancement to younger workers has some very specific implications for organizational development and job design strategies as well as career pathing.[2] In view of the older worker, personnel managers need to examine both the design of jobs and the organization itself in regard to their ability to provide ample opportunity for advancement and growth of employees. Wasted human potential is detrimental both to the individual and organization.

If the organization hierarchy, with its inherent limit to opportunities, cannot meet the needs of employees, alternative organizational arrangements are necessitated. Organizational redesign could be used to create a more organic, low-structured organization. This structure is most effective when individuals have relatively high self-esteem and strong needs for achievement, autonomy and self-realization. With rising educational levels, we can expect these individuals to predominate in organizations of the future, particularly those in high technology industries.

An organizational restructuring also would require individual jobs be redesigned. The managerial strategy of what constitutes a job may need to be rethought. Rather than encouraging individuals to become more proficient at a very narrow skill, Douglas T. Hall suggests jobs and career paths might be envisioned such that they foster the development of multiple skills.

The personnel practices of most organizations involve placing a person in a job area in which he or she performs well. As a means of recovering the organization's investment in the person, this seems logical and effective. However, the long-term result may be stagnation, where an employee is incapable of adapting to new situations. In high technology industries, there is an increasing danger technological change will lead to greater job obsolescence.

Stagnation and obsolescence could be overcome by designing jobs which encompass multiple skills and functions where learning continues over a period of time. Job redesign based on multiple skills and continued learning might also be used to reduce the number of entry level positions in organizations. Also, job rotation might be explored as a means of maintaining the flexibility of employees and encouraging the development of new skills.

Downward Building

Job redesign and career pathing also are potential strategies for problems associated with age-related differences in accident causation. As the workforce ages, there may be greater pressure placed on older workers to perform jobs which require physical demands beyond their capability. Jobs may be redesigned so performance is not beyond the physical capability of the aging employee. Career paths which consider physical capabilities of workers at various career stages can be developed. These strategies will require careful study of jobs in order to determine the physical demands required for successful and accident-free performance.

Legitimizing downward movement has been suggested as a way to foster career growth. This would likewise seem to be a promising strategy to accommodate the "middle age bulge". Rather than promotion being the sign of success, movement and continual learning would become the success norm. Lateral movements would become more acceptable and valued. Organizations would have more flexibility in moving individuals up, down and across, thus helping the organization to respond more effectively to internal and external needs. Reward systems, of course, would need to be congruent with this.

Proposals suggested here deviate considerably from current practices of many organizations. However, current practices may be outmoded in dealing with the older employees. It is necessary

for managers to examine current practices regarding organizational and job design from the standpoint of their future feasibility.

Manpower Planning And Forecasting

Manpower planning and forecasting will take on added importance in the future organization. This will be necessary to ensure an adequate supply of labor in entry level positions, to monitor internal movements and to reduce uncertainty related to the wider range of retirement age.

Retirement practices will vary across organizations and between differing jobs within organizations. Through monitoring differences in retirement practices between jobs in the organization and monitoring employee health, potential retirement income and job satisfaction (factors found to be related to retirement), organizations may find it possible to predict employee attrition due to retirement. Organizations might find it beneficial to survey employees nearing retirement on a regular basis regarding their retirement intentions. In this regard, care must be taken to ensure no potential ADEA violations occur.

Staffing

The major challenge facing managers regarding staffing is to ensure staffing decision methods are being employed in an unbiased manner. To the extent older workers are unfairly eliminated from consideration for employment, promotion and developmental training, the organization misses an opportunity to utilize skills and potentially helps create a discouraged worker. At the same time, the federal uniform guidelines and recent court decisions behoove managers to make assurances of organizational equal opportunity for the older employee.

Training, Career Planning And Development

Training may be necessary for those older workers in occupations with high rates of obsolescence or in the case where a job transfer is necessary to relieve older workers from jobs beyond their physical capabilities. Managers also might need to consider the possibility of retraining to develop safe job behaviors in view of declining physical capabilities. Older workers have the ability to learn,[3] so make additional training available to them. At the same time, it is important managers utilize training methods, such as programmed teaching, which have been found to be effective in teaching older workers.

Career planning appears to be a promising activity in dealing with some of the potential problems of an aging workforce. For example, career planning may help circumvent technological obsolescence and the advent of the mid-career crisis. Moreover, career planning may facilitate both the maintenance of high performance levels throughout an employee's career and the career change process. However, there is little ready information to help managers make optimal program development decisions.

With increasing numbers of workers approaching retirement age, managers will feel continued pressure to provide additional retirement benefits.

Figure 1

Population Shifts In The United States

1960-2020

Age	1960-1970	1970-1980	1980-1990	1990-2000	2000-2010	2101-2020
Under 18	+8%	−9%	+7%	+5%	−1%	−6%
18-24	+53	+18	−15	+5	+11	−7
25-34	+10	+43	+13	−16	+11	+5
35-44	−4	+11	+42	+13	−16	+11
45-54	+13	−3	+11	+42	+13	−16
55-64	+19	+13	−3	+12	+42	+13
65 and over	+20	+22	+18	+6	+9	+29

Source: U.S. Bureau of the Census, *Current Population Reports*, Series P-25, No. 601, "Projections of the Population of the United States: 1975 to 2050," U.S. Government Printing Office, Washington, D.C., 1975. Adapted from Table E (Series II) and Table 11 (Series II).

THE OLDER WORKER

Pre-retirement programs probably will increasingly be instituted by organizations to ease the transition to retirement.[4] These programs, including pre-retirement counseling, will be needed at earlier ages to prepare workers for the social, economic and emotional impact of retirement. The major pre-retirement program development concern for managers is achieving congruence between the content and goals of such programs. Evaluation research will produce evidence for selecting the most effective methods for achieving the desired pre-retirement program goal.

Compensation, Fringe Benefits And Services

As the number of entry level workers declines, their demand increases. As a result entry level wages may be driven upward and it can be expected wage compression inequities between younger and older workers will become a more significant problem. Job design to reduce the number of entry level jobs has been proposed as a potential way of dealing with this problem.

With increasing numbers of workers approaching retirement age, managers will feel continued pressure to provide additional retirement benefits. One potentially satisfactory way to accomplish this, particularly in view of career stage-life cycle differences in pay preferences, would be through the institution of a cafeteria-style fringe benefit plan.

Policies and practices related to employee retirement will come to the fore in future organizations. Optimal retirement policies and practices will vary, depending on the nature of the organization and the nature of the job. Companies in the United States could learn a great deal from experiences of other nations about maximizing older workers' potential through retirement policies. For example, while Japan has a mandatory retirement age of 55, the Japanese implement later retirement by using two novel techniques, a re-employment system and an extension of employment system.[5] Finally, the ability of the firm to manage its retirement policies will be affected by changes in the Social Security program. However, this is a factor over which managers will exert very little influence.

The challenges facing human resource managers in organizations in the decades ahead will be substantial. Managing an aging workforce will require innovative responses embracing all aspects of personnel. As some of these responses cannot be quickly implemented, it is critical personnel managers begin planning now for this coming challenge. □

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THE PROS AND CONS OF A NON-TRADITIONAL JOB

"It takes a while to learn how to deal with being the only woman who works with a group of men. Men tell you they will not let you do something for your own good or your own safety, though they know you have done these things on your own before. Why can't they realize that I'm doing a job the same as they are, and leave me alone to do it? When more women hold non-traditional jobs, and men get used to it, this sort of behavior will probably stop."

Taking a non-traditional job is an individual decision. Like traditional jobs, non-traditional jobs have their pros and cons. Because the jobs are non-traditional, however, you are probably less familiar with their advantages and disadvantages. Non-traditional jobs pay different wages, take place in different work environments, and require different clothes and equipment (just to name a few factors). Do the pros outweigh the cons? You can ask yourself this question as you read this.

What are the pros of a non-traditional job?

Non-traditional jobs pay higher wages than traditional women's jobs.

The figures speak for themselves. Non-traditional jobs pay better wages than jobs that women have traditionally held. A traditional woman's job such as cashier may start at $110 per week. The starting pay for a non-traditional job such as calibration technician may be $185 per week. Trainees on some non-traditional jobs may start earning the same wages that some traditonal jobs pay, but they get higher salaries as they advance in their trade.

Non-traditional jobs also offer better financial security to workers. Workers are more likely to get regular wage increases the longer they stay on the job. For example, a woman being trained as a copying machine repairer may earn $140 per week to start, but she can expect a raise every six to ten months as her skills improve and she gains experience. As an experienced repairer with a good work record behind her, she will be able to earn between $200 and $300 per week. Even as a trainee, she can predict what she will be earning from six months to two years. She can make decisions about major expenses, such as buying a car, sending her children to school, or buying a house. In addition, women in jobs covered by union contracts, such as construction jobs, frequently get yearly cost-of-living increases (automatic raises based on nationwide price increases for food, clothing, and housing).

Non-traditional jobs offer good benefits.

Besides high weekly wages, many non-traditional jobs provide excellent benefits including health insurance, life insurance, pension plans, and paid holidays and sick days. Health insurance may cover the cost of hospitalization, clinic visits, and dental care for a woman and her children. Some employers have health insurance plans which are almost as comprehensive as Medicaid. Life insurance provides protection for dependents in case

of the employee's disability or death. Some companies also offer educational benefits: they will pay tuition for work-related training or courses.

These benefits can be worth a good amount of money, up to 15% of the employees wages. In most cases the employer pays the cost of all benefits, although employees may pay for some of the health insurance costs.

Skilled workers are in demand in many places.

Every company wants to have skilled, experienced workers. Once a woman learns a skill and accumulates work experience, finding a job is easier even if she moves from one part of the country to another. For example, once a woman learns the skills needed to repair cars, she can find that type of work in different places where that work is in demand.

Because of the time required to train new workers, companies try to keep their skilled employees. Companies will give employees raises and other benefits to encourage them to stay.

Many non-traditonal jobs offer on-the-job training.

Many people enter non-traditional fields through on-the-job training programs. In on-the-job training a person is hired as a trainee, and works under the supervision of an experienced worker. On-the-job training lasts from two months to several years, depending on the type of job. A trainee is usually paid about half the salary of an experienced worker, and receives regular raises.

Non-traditional jobs offer excellent opportunities for promotion.

One of the most important advantages of non-traditional work compared with traditional work is the opportunity for promotion. A worker can change jobs as she gains skill and experience, and she is paid more as she learns new skills. A worker in an electronics company, for instance, may be trained initially to do very simple tasks, but as she acquires more skill and experience, she may be trained to handle new and more challenging jobs. Skilled workers can change jobs within a company, and may become supervisors in one of the company's departments.

A worker may get a sense of accomplishment from making or fixing something.

In many non-traditional jobs, the worker can actually see the results of her labor, and can take pride in the finished work. Carpenters complete wooden forms; welders create metal structures; mechanics turn broken machines into working ones. In comparision, many traditional jobs involve serving an unending stream of people or typing other people's letters.

A worker can have day-to-day variety in a non-traditional job.

Many non-traditional jobs offer the freedom to move around during the day and the opportunity to work independently with very little supervision. A typewriter repairer, for example, is dispatched from one office to

another (sometimes in a company car) as calls come in. She works at the client's office, and when she has finished the job, calls her supervisor to get another assignment. She is inside during part of the day, and outside between calls. She meets new people at each assignment, and represents her company in her dealings with customers.

Other jobs, like maintenance electrician, computer technician, and air-conditioning mechanic, also involve some mobility during the day, if only inside one large building. A factory mechanic, for example, does regular equipment maintenance and emergency repair work throughout the building.

Not all non-traditional jobs involve moving around. Many occupations, like drafting, involve sitting most of the day. The advantage of non-traditional jobs compared to traditional jobs is the possibility of choosing the level of activity that one enjoys most from a wider range of jobs.

More and more companies are interested in hiring women for non-traditional jobs.

The picture for women entering non-traditional fields is looking up. Many corporations have affirmative action plans, and a commitment to hiring and training women and minorities. Companies which have contracts to do work for the federal government are monitored on their affirmative action plans. These companies are especially likely to recruit women in non-traditional occupations.

A worker has more choice about what she wears to work.

Unlike most traditional women's jobs where appearance if often important, a non-traditional job may put little stress on appearance or clothing. Different jobs have different requirements. Mechanics, truckdrivers, and factory workers wear either a uniform or work clothes. Service technicians and business machine repairers, who work in clients' offices, need to look neat and well-dressed. With non-traditional jobs, a worker has more choices from which to find a job that fits her preferences.

Now that you have read the pros, what are the cons of a non-traditional job? Non-traditional jobs can be hazardous.

Many non-traditional jobs involve working with power hand tools or electrical machines, or working in a hard hat area. Workers have to be careful, since there is a greater chance of accidents.

Non-traditional jobs may involve difficult working conditions.

Depending on the job, a worker may need to become accustomed to unpleasant working conditions. In some occupations she works outside in extreme temperatures and weather conditions.
Other jobs involve working at heights, or in noisy, smelly or dirty places. Sometimes a worker may perform her tasks in awkward cramped positions.

Co-workers may hassle a woman in a non-traditional job.

With only a few women on the job--or perhaps only one woman on the job--male co-workers may feel unconfortable, especially in the beginning. Some men feel threatened by seeing a woman in a traditional man's job, and they may react by being patronizing, sarcastic, or hostile. The woman herself may feel isolated from her co-workers.

Friends and family may not support a woman's choice of a non-traditional job.

A woman may face doubts or resistance from her friends and family when she talks about taking a non-traditional job. Many well-intentioned people have never known a woman in a non-traditional job. They may feel a woman is odd to want such a job, or that she will become less feminine by taking this kind of job. These attitudes can be especially discouraging and frustrating, since the opinions of friends and family can be important.

These are the prons and cons of a non-traditional job. Do the pros outweigh the cons for you?

JOB MARKET

MORE GOOD NEWS — New York

CALCULATING CAREERS IN THE COMPUTER FIELD

What job area is continuing to grow by record proportions? Computers. Careers as computer programmers or operators offer challenging work, good pay and entry to management positions.

Next year will be the computer's 100th anniversary. In 1880, its ancestor, a punched-card machine, was used in tabulating the census of that year. The tidy monster computers of today are a far cry from that—and it's an educated guess that long before the next-hundredth anniversary, the small household computer will be commonplace.

Marcia Hearst, who started as a computer programmer, is now a technical manager at Metropolitan Life Insurance Company's headquarters in New York. Hearst heads a department of 17 "software" technicians. Software is the name given to the complex master-computer programs that allow simpler applications programs to run. Software also can mean a general-purpose program that can be applied to many types of data.

Hearst didn't get to be a technical manager overnight. She started at Metropolitan Life right after graduation from college with a mathematics major in 1958; her first job was in the actuarial division. At about that time, Metropolitan began offering courses in computer work. Hearst, like many other women, saw computer programming as a way to advance and earn higher pay without having to fight tradition. Because it was new, the computer field was not one of those already established as the domain of men. There were few preconceived notions or existing patterns of discrimination against women—it was a wide-open field for anybody who could qualify for it.

"Computers came into widespread use at about the same time that women began to enter the job market in large numbers," Hearst pointed out. "We got in on the ground floor."

PROGRAMMING OPTIONS

"I took the courses Metropolitan offered because computer programming sounded like fun," Hearst continued. "Some companies prefer their programmers to have been computer operators first, but most programmers are trained to start programming directly. Programming, by the way, is a good entree to management, where you can advance and earn salary increases."

Hearst's immediate boss is Fran Smyth, manager of Operating Systems Services. Three technical managers including Hearst, and their staffs, report to Smyth. A woman in her late 30s, she has been at Metropolitan Life only four years, but she put in plenty of years of hard work before that in data processing at Kennecott Copper. There she rose to become the highest-ranking woman in the company.

Linda Hurlston has also reached managerial level by way of computers and today is a project manager in systems and development for trusts and investment at Chemical Bank in New York. Hurlston had a degree in math and some data-processing courses under her belt when she landed her first job, at AT&T, in 1962.

"I liked data processing, and there seemed to be quite a few women already into it at AT&T. The company was offering IBM-computer courses to its employees, so I applied. I worked as a programmer there for a few years, then went to two other companies before coming to ChemBank five years ago," said Hurlston, who is also an assistant treasurer of the bank.

Hearst, Smyth and Hurlston are representative of the women who have recognized that there is opportunity in the field of computers, and seized it. They were eligible for programming because of their college degrees in mathematics, their experience in business and their jobs in companies where they had the chance to move into computer work.

Suppose you are just entering the job field today or are already engaged in another kind of work but want to switch to computer work: What do you need to know?

People who work with computers fall roughly into two main job classifications: computer operators and computer programmers.

COMPUTER OPERATORS

These are the people who work directly with the machines themselves. They enter data and instructions (the "input"), operate the computers and retrieve the results (the "output").

The input that an operator feeds into a machine may be in various forms—cards with holes punched in them, tapes or disks.

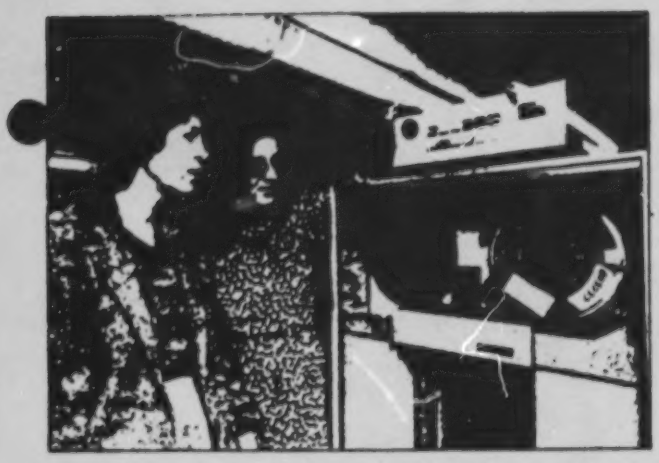
The operator first examines the programmer's instructions, then loads the computer and runs it, watching for error lights and locating and removing any faulty input material.

Today, some 565,000 people—approximately 35 percent of them women—work as computer operators or auxiliary equipment personnel. The percentage of women in this work is expected to rise slightly to nearly 38 percent by 1985. According to the Bureau of Labor Statistics, job openings will continue to rise over the next decade, although less rapidly than in the past as more small companies install their own computer systems instead of send-

Do you have the ability to think logically? Do you enjoy problem solving? If your answer is yes, then you might be just the candidate for a career as a computer programmer. Here are some other traits that you'll need:

- **math ability**
- **verbal skills**
- **patience**
- **persistence**
- **imagination**
- **ingenuity**

by Patricia Curtis



Marcia Hearst, left, and Fran Smyth, right, check on the status of their valued coworker—the computer.

If you think computer-operator or programmer work, or one of the related occupations, is for you and would like to know more about it, you should note that a booklet called "Facts on Computer Careers" is available for 25 cents from American Federation of Information Processing Societies, 210 Summit Avenue, Montvale, NJ 07645.

ing their material out to be processed at data-processing centers. Several thousand openings are expected to occur each year; one economic research study estimates an average of 14,000 openings a year for the near future.

To become a computer operator, you need at least a high-school diploma; specialized training and related experience in data processing count a great deal. You need to be able to think logically, concentrate well and care about details; and if you have some mechanical aptitude and manual dexterity, that's all to the good.

Many high schools and vocational colleges offer training in computer operation. Both Hearst and Smyth take a dim view of some private computer schools that have inadequate equipment and overcrowded classes, so be sure to check out the reputation and accreditation of a school before you plunk down your money.

Since virtually every industry now uses computers, you might expect to work for a bank, insurance company, manufacturer, wholesale or retail company or in almost any branch of government. Many employers require applicants to take tests to determine their aptitude for computer work. You will probably be trained on the job for anywhere from a few weeks to several months.

As for salary, computer operators usually start out at around $150 a week. The average weekly salary for experienced operators paid by the federal government is $245.

COMPUTER PROGRAMMERS

Because a computer is only as good as the information fed into it and the instructions given it for processing that information with speed and accuracy, the programmer is central to any company's computer operation. The programmer prepares the "flow chart"—a step-by-step diagram of the operations to be performed. Following that, she draws up the detailed instructions to be fed into the computer.

"A flow chart is comparable to an architect's blueprint for building a house," explained Hearst.

"Let's say I was an applications programmer putting a payroll on a computer," she continued. "I would make up a flow chart outlining the information I wanted the computer to process. The operator would feed into the computer information from the time card of each employee—how many hours worked, plus overtime; the rate of pay; social-security information; medical-plan, savings and retirement deductions and so forth.

"I would double-check my instructions and do many test runs before putting the program into use. This is called debugging.

"This is an example of applications programming. In my present work as head of a group of systems [or software] programmers, we produce more general programs that are not written for any specific applications."

There are about 230,000 computer programmers in the United States, some 20 percent of them women. Unless more women become programmers at a somewhat higher rate, the indications are that this percentage may drop slightly to 18 percent by 1985. Employment of programmers generally is expected to rise as computer usage expands; the average number of annual job openings for the next few years has been projected by one economic study as 12,000. In short, the field is still open and growing.

The surest preparation for moving into computer programming is a college degree in mathematics or computer science. While it is unusual, it is not altogether impossible to become a programmer with a degree in another field or even without a degree if you have special data-processing training or experience in a relevant area, such as accounting or inventory control.

Linda Hurlston pointed out that there are two approaches to computer programming: One is to learn a field that uses computers extensively, such as science, business or engineering, and then learn data processing as it applies to your field. The other approach is to learn data processing in general and then get special training in its application to a particular field. You can find courses offered by high schools, vocational schools, colleges and the continuing-education divisions of universities.

In addition to math ability, verbal talents are important for being a good computer programmer. But the strongest single trait you absolutely must have is the ability to think logically. "Also, you should enjoy solving problems and doing exacting analytical work," said Fran Smyth.

You will need lots of patience and persistence and often plenty of cool, because you may be working under pressure. Sometimes the work requires imaginative ways of creating programs or solving problems.

Programmers are most likely to be employed by large firms that have extensive computer systems: banks, insurance companies, manufacturing firms, data-processing-service companies and government agencies.

Programmers may sometimes work their 40-hour week on an early or late shift and occasionally on a weekend when necessary. They don't work in the area with machines, as operators do, but at office desks.

Salaries for computer-programmer trainees average $190 to $200 a week. Rates vary, but after six or seven years you could be earning $384 if you work in New York, $313 in Omaha or $387 in Anaheim, California. If you have additional skills in decision making, delegation, assertiveness and dealing effectively with other people, you could possibly move on up into management, where you can earn between $500 and $800. W

PHOTOGRAPHED BY JACQUELINE VLCAN

THE BEST JOBS FOR WOMEN IN THE '80s

A guide to the jobs that offer the best pay and widest opportunities for women in the next ten years

By KATHRYN B. STECHERT The best jobs for women in the 1980s are, quite simply, men's jobs. And the good news for women seeking to enter the job market or change careers is that most jobs fall into that category. Of the 441 jobs in the Census Occupation Classification System, only about sixty have a significant number of women; all others are traditional male fields.

"Nontraditional jobs are where the money and the opportunities for advancement are. And employers are feeling legal pressures to hire more women," says Jane Fleming, director of Wider Opportunities for Women, a nonprofit women's employment service and advocacy organization in Washington, D.C.

Another reason some nontraditional jobs are so appealing to women, says Carol Eliason, director of the Center for Women's Opportunities of the American Association of Community and Junior Colleges, is that they offer greater opportunity for self-fulfillment. Traditional female occupations—particularly unskilled and semiskilled jobs, like file clerk, factory assembler, typist, hospital aid—tend to have a high boredom factor. "A woman who goes into a technical field," Ms. Eliason says, "is likely to find greater satisfaction than in one of the repetitive jobs women typically hold."

The most attractive feature of nontraditional jobs, however, is higher *(Continued on page 67)*

OCCUPATION	OPENINGS PER YEAR	SALARY	EDUCATION OR TRAINING	% OF WOMEN IN JOBS IN 1978	FORECAST	CONTACT FOR MORE INFORMATION*
Accountant/ Auditor	51,500	$11,500–$20,000 per year	Best opportunities for college graduates, particularly those who have worked part time for an accounting firm while in school. State licensing required for some jobs.	30.1	Employment expected to increase as business becomes more complex and managers rely more on accounting information to make business decisions.	National Association of Accountants, 919 Third Ave., New York, N.Y. 10022
Automobile mechanic	32,000	$7.76 average hourly pay	Many learn through years of informal on-the-job training; auto-repair courses in secondary, trade or vocational school helpful. Apprenticeship programs also available in some places.	0.6	Job opportunities will be plentiful in this large, growing field. Auto-repair business not very sensitive to changes in economic conditions.	Automotive Service Industry Association, 444 Michigan Ave., Chicago, Ill. 60611
Bank officer or manager	28,000	$15,500–$40,000 (more in large banks)	An MBA (Master of Business Administration), with an undergraduate major in social science, is ideal. Many banks, however, offer management training programs to those with bachelor's degrees.	30.4	Rise in employment expected as banking services continue to expand and as increasing dependence on computers requires more officers to provide management and control.	National Association of Bank Women, 111 E. Wacker Drive, Chicago, Ill. 60601
Carpenter	67,000	$11 average hourly pay	Those with the all-round training provided in apprenticeship programs will be in greatest demand and have most opportunity for advancement.	1	Plentiful job opportunities except during economic slowdowns. Some companies actively seeking women to ward off charges of discrimination.	Your state's dept. of labor can put you in touch with the nearest office of the U.S. Bureau of Apprenticeship and Training.
Computer Programmer	9,700	$10,400–$19,000 per year	Prospects are best for college graduates with degree in computer science or related field. Work experience less important than training geared to employer's specific needs.	26.7	Opportunities will grow with the expanding use of computers throughout the business world, and especially in accounting and business-management firms.	Association of Computer Programmers and Analysts, 294 Main St., East Greenwich, R.I. 02818
Computer Systems Analyst	7,600	$13,000–$20,800 per year	Best preparation is a science or business degree, plus computer training and work experience, most likely as a computer programmer.	21.1	Outlook for graduates of computer-related curricula is excellent. Demand for analysts should be strong as computer capabilities increase and computers are used for more varied problems.	American Federation of Information Processing Societies, 1815 N. Lynn St., Suite 800, Arlington, Va. 22209
Dentist	4,800	$39,500 per year average in private practice, though earnings can go much higher	Written and practical exams and degree from dental school (usually 4 years) required for licensing. Bachelor's degree helpful, but not required for admission to dental school.	1.7	Outlook very good since demand expected to exceed number of new dentists in field.	American Dental Association Council on Dental Education, 211 E. Chicago Ave., Chicago, Ill. 60611
Drafter	16,500	$8,400–$15,300 per year	Best prospects are for those with an associate (2-year) degree in drafting, but well qualified high school graduates may find opportunities.	11.1	Employment expected to grow rapidly as more drafters needed to support increasing number of scientists and engineers, and as products and processes become more complex.	American Institute for Design and Drafting, 3119 Price Road, Bartlesville, Okla. 74003
Electrician (construction)	13,700	$10.33 average hourly pay	A 4-year apprenticeship program is the best preparation.	0.8	Employment will grow but fluctuate with ups and downs in construction. Construction electricians, however, transfer readily to other types of work (e.g., factory maintenance).	International Brotherhood of Electrical Workers, 1125 15 St. NW, Washington, D.C. 20005

THE BEST JOBS FOR WOMEN IN THE '80s

pay. By the end of this decade 57 percent of women are expected to be working; and then, as now, the majority will be supporting or helping to support families. Yet nearly 70 percent of working women are clustered in traditional women's jobs—often low-paying clerical, service and factory work. "The large wage gap—women's salaries average only 60 percent of men's—won't close until significant integration in jobs occurs," says Ralph Smith, an economist with the National Commission for Employment Policy. "Until women break into nontraditional fields in large numbers, the dream of equal employment opportunity won't be met."

"Think nontraditional" is sound advice, but it's not always easy to *(continued on page 142)*

OCCUPATION	OPENINGS PER YEAR	SALARY	EDUCATION OR TRAINING	% OF WOMEN IN JOBS IN 1978	FORECAST	CONTACT FOR MORE INFORMATION*
Emergency Medical Technician (ambulance attendant)	37,000	$9,000 per year average starting salary	An 81-hour instruction program in emergency medical skills (designed by the U.S. Department of Transportation) is required. Advanced training is also offered in many states.	not available	Increased public awareness of need for emergency medical services, with the encouragement of the federal government, creating demand.	Emergency Medical Services Division of the Health Dept. or the Governor's Office for Highway Safety in your state
Engineer	56,500	$14,800–$21,000 per year average starting salaries. Experienced engineers earn much more	Bachelor degree in engineering the minimum requirement for beginning jobs; rapid advances in technology require continuing education.	2.8	Good opportunities for engineers of all specialties—electrical, civil, chemical, mechanical.	Society of Women Engineers, 345 E. 47 St., New York, N.Y. 10017
Industrial Machinery Repairer (maintenance mechanic)	30,000	$6.47 average hourly pay	Many learn through years of on-the-job experience beginning as helpers; others through 4-year apprenticeship programs, which combine classroom study with on-the-job training. High school courses in math, mechanical drawing, blueprint reading recommended.	not available	As more machinery is used in manufacturing, mining, oil exploration and other industries, and as machinery becomes more complex, need for skilled repairers will grow.	International Union of Electrical, Radio and Machine Workers, 1126 16 St. NW, Washington, D.C. 20036
Lawyer	23,400	$15,000–$18,000 per year average beginning salaries. Experienced lawyers can earn much more	Bachelor's and law degrees usually required; admission to a state bar (usually by written exam) necessary. Best opportunities for those with good records from prestigious law schools. Others may find good opportunities in fields where legal training is an asset, but not a requirement.	9.4	Although openings are expected to increase, competition will be keen because law school graduates are increasing as well. Considered good field for women, nonetheless, since women are underrepresented and legal background is valuable to many careers.	American Bar Association, 1155 E. 60 St., Chicago, Ill. 60637
Manufacturer's sales representative	17,600	$6,000–$24,000 average beginning salaries. With commissions, can be much higher	College degree increasingly desirable, but level of education dependent on product and market (e.g., drug sales usually require some pharmaceutical training). Trainee programs available with some companies.	14.5	Competition among manufacturers and general growth in manufacturing will increase demand for sales representatives. Increasingly good field for women; excellent entry route to management positions.	Sales and Marketing Executives International, Career Education Division, 380 Lexington Ave., New York, N.Y. 10017
Machinist	20,000	$6.76 average hourly pay	Participation in an apprenticeship program after high school or vocational school is best way to learn. Some companies have training programs.	3.1	Increased demand for machined goods (e.g. household appliances, industrial products) will create greater demand for machinists.	International Association of Machinists and Aerospace Workers, 1300 Connecticut Ave. NW, Washington, D.C. 20036
Pharmacist	8,900	$14,600–$26,200	A license (necessary in all states) requires graduation from an accredited pharmacy college (at least 5 years beyond high school), passing a board exam and, usually, a specified amount of experience under supervision of registered pharmacist.	16.9	Employment outlook especially good in hospitals, nursing homes and other health facilities.	American Association of Colleges of Pharmacy, 4630 Montgomery Ave., Suite 201, Bethesda, Md. 20014
Plumber and Pipefitter	30,000	$10.40 average hourly pay	Apprenticeship is best way to learn the trade. Most programs consist of 5 years of on-the-job training in addition to at least 216 hours of classroom instruction annually.	0.7	Increase in construction and more homes and businesses with air conditioning, solar heating and appliances will keep demand high. Less sensitive to fluctuations in construction activity than other building trades.	National Association of Plumbing, Heating and Cooling Contractors, 1016 20 St. NW, Washington, D.C. 20036
Police Officer	32,500	$11,300–$17,000; higher in large cities	Some college training in law enforcement helpful, especially in cities, but not required.	5.9	Demand will increase as law enforcement becomes a higher priority in most communities. Opportunities especially good for women and minorities as departments seek more balance.	National Association of Women Police, 1100 NE 125 St., Miami, Fla. 33161
Truck driver (local only)	73,000	$7.22 average hourly pay	Commercial driving permit (chauffeur's license) required. Additional written and driving tests often required. Some companies have training programs, but many drivers learn on the job.	6.6	Rise in overall business activity will increase freight distribution and create more demand for drivers. Those with good driving records and some experience as a driver's helper or dock worker have best chances.	American Trucking Associations, Inc. Public Relations Dept., 1616 P St. NW, Washington, D.C. 20036
Welder	33,800	$10–$12 average hourly pay	Most employers prefer some high school or vocational school training in welding. Many opportunities for advancement to inspector, supervisor, welding engineer or technician, especially for those with college training.	6	As welding becomes more widely used in construction and manufacturing, opportunities will increase. About two thirds of welders help manufacture durable goods, so opportunities decline during economic slowdowns.	The American Welding Society, 2501 NW 7th St., Miami, Fla. 33125

* Send a stamped, self-addressed envelope with any request for information.

HOT CAREER AREAS IN ELECTRONICS

The "hot spots" of growth, defined as 110% or over of total growth projections between 1981 and 1985: American Electronics Association data only, are the following:

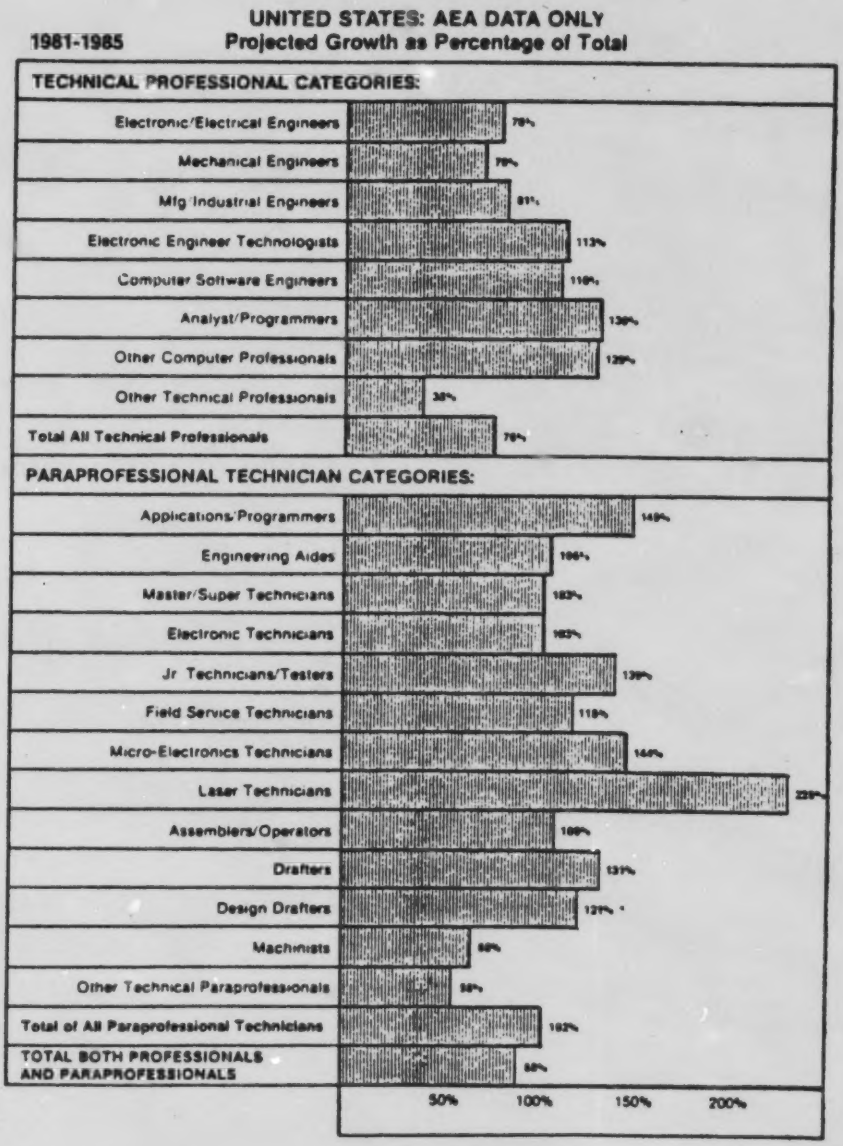
Computer Software Engineers	12,967 needed/110%
Electronic Engineer Technologists	4,212 needed/113%
Analyst/Programmers	11,570 needed/130%
Other Computer Professionals	7,725 needed/129%
Applications Programmers	2,612 needed/149%
Jr. Technicians/Testers	6,733 needed/139%
Field Service Technicians	11,121 needed/118%
Micro-Electronic Technicians	733 needed/144%
Laser Technicians	402 needed/225%
Drafters	4,019 needed/131%
Design Drafters	3,033 needed/121%

Looking at combined numbers of American Electronics Association and Massachusetts High Technology Council data through 1983 and adding to those American Electronics Association projections for 1984 and 1985, the following figures are noteworthy:

Electrical Engineers	36,489 needed
Computer Software Engineers	18,812 needed
Mechanical Engineers	9,268 needed
Electronic Technicians	18,693 needed
Field Service Technicians	12,345 needed
Assemblers/Operators	66,421 needed

The above numbers are conservative in that they do not include Massachusetts High Technology Council projections from 1984 through 1985, which might, had they been available, have added as much as 30% to 40%.

Source: American Electronics Association, May 1981



FIGURES TELL NEW FAMILY'S STORY

According to statistics from the Department of Labor and the Census Bureau, the American family has changed radically.

Marriage - Twenty years ago, 28 percent of women aged 20 to 24 had not yet married; today that figure is 48 percent. Ten years ago, the number of unmarried couples living together totaled half a million. By 1979 there were more than a million.

Divorce - The divorce rate is 40 percent, but of the couples getting married today, it is projected half will get divorced.

Birthrate - In 1965, the overall birthrate per 1,000 population was 19.4. By 1976, it had fallen to 14.7, the lowest ever recorded. Since then, it has edged up over 15.0 per 1,000 with the average family size expected to remain around 2.1 children per family. Teen-age mothers give birth to one out of five babies born in America.

Elderly - Ten years ago, there were 20 million persons over age 65. Today, the figure is 24 million or 12 percent of the population; by 2000 it will be 35 million or 14 percent; and 2030 could go as high as 55 million or 15 percent.

There will be more single elderly, particularly women, and more older elderly. Now 38 percent of the elderly are over 75, but by 2000 it will be 45 percent.

Children - Between 1960 and 1980, the number of children living with only one parent, usually their mothers, increased from one in nine to one in five. By 1990, that figure could go as high as one out of every two children.

Today more than half of the children under age 18 live in families with working mothers. Of the children under 6, 38 percent have working mothers. By 1990, 45 percent of them will have.

Ten to 15 percent of preschoolers with working mothers are being cared for in day-care centers, double what it was a decade ago.

Working Women - During the 1970s, more than a million women a year entered the work force. That trend will continue in the 1980s.

Women have made up 60 percent of the net additions in the work force since World War II. In 1970, only one in every four women 16 and over was in the labor force. Today it is one in every two. By 1990, 55 percent of all women 16 and over will be working.

In 1990, there will be 11 million more working women than the 43 million at present. That's 35 million more than in 1947.

Today women hold 42 percent of the jobs in America. By 1990, they will hold almost 45 percent.

In 1970, 30 percent of all mothers with preschool-age children worked. By 1978, that figure had reached 44 percent and a decade from now will exceed 50 percent. By then the full-time homemaker will account for only 25 percent of all wives.

Three-fourths of all women work 35 hours a week or more, and two-thirds of married women work full time. In the 1950's, women earned 63 cents of every dollar earned by a man. Today that has dropped to 60 cents of every dollar.Of women working full time, 66 percent earn less than $10,000 annually, compared to 20 percent of men.

Two-thirds of employed women now hold clerical, service, nursing, and education jobs. In 1979, 80 percent of all clerical workers and 60 percent of service workers were women, compared to 62 and 45 percent in 1950.

San Diego Union, March 30, 1980

BARRIERS TO OUTREACH/RETENTION

For educators to simply wait for students to ask for enrollment in non-traditional programs is like the situation a few years back when educators in all-white schools "waited" for black students to seek admission.

Past congressional hearings identified some practices that are barriers to achieving sex equity in vocational education. These practices included:

- School policies allowing teachers to choose which students they will accept in their classes.
- Physical isolation of classes so that traditionally female courses are taught in one building and traditionally male courses in another.
- Recruitment methods which fail to reach women who have temporarily left the education or employment markets.
- The absence of women/men role models in faculty or administrative positions.
- Tests which are sex baised used to channel students into traditional courses.
- Counselors not properly informing students of the wide range of courses and careers that are non-traditional and should be considered.
- Course titles and course descriptions which exclude one sex.
- Course content and materials that do not reflect the interests of both sexes.
- Job placement procedures that do not support students preparing for non-traditional employment.
- Lack of support for students enrolled in non-traditional courses.
- Failure of schools to act affirmatively to encourage students to enroll in courses that are non-traditional.

While the official policy may be that all courses are open to both sexes, unofficially students know not to enroll in a course that is non-traditional for their sex.

STAFF WORKSHEET ON IDENTIFYING BARRIERS TO ENROLLMENT OF STUDENTS IN NON-TRADITIONAL COURSES

Prioritize the barriers for your college by placing a #1 next to the condition that you feel is most obstructive to increasing enrollment in courses non-traditional for each sex, then a #2, etc.

_____College policies

_____Teacher attitudes

_____Physical isolation

_____Failure to do proper outreach in the community

_____Absence of non-traditional women/men role models

_____Biased tests

_____Counseling practices

_____Course title and descriptions

_____Course content and materials

_____Job placement procedures

_____Lack of support (financial, etc.)

_____(Additional barriers)_____

_____

_____

STRATEGIES FOR OUTREACH/RETENTION

1. Send a personal letter to all students completing an introductory class in any occupational area with a basically imbalanced program. Praise them for their attendance. Request them to refer their friends or others into that class since the school is actively recruiting for non-traditional students into that occupation.

2. Hold a College and University Day. (Time for all outside colleges to recruit on campus.) At the same time, set up one recruitment table for all non-traditional occupations - have both sexes represented through students promoting or demonstrating aspects of the program.

3. Send counselors out to high schools, along with representatives of both sexes from that non-traditional occupation. Have students/graduates present non-traditional role.

4. Have individual program brochures/flyers sent to local agencies/community groups/state agencies promoting non-traditional programs. Send out press releases, radio and TV announcements.

5. Hold some "sex affirmative" activities, i.e., during Women's Week on campus hold some demonstration of women in non-traditional roles. (Women's Auto Fair)

6. Send trailer tours on career education to local high schools regarding all careers but featuring non-traditional.

7. Provide Women's Center activities supportive of both men and women. Have lectures on non-traditional roles. Promote work experience positions related to those roles.

8. In-service programs for faculty. Hold special workshops, but keep them low key to be more on a one on one to increase awareness. The best recruitment into occupational areas is actually done by the instructors within the program.

9. Present "Outstanding Student Award" - any number of awards (1-10) for success in non-traditional roles upon completion of the program.

10. Develop a student advisement or peer program - assist student through career and job application process.

11. Develop a mentor program through use of successful "completers" of programs or those who are successfully employed within the field.

12. Use brochures for imbalanced occupational program which promote the opposite gender: i.e., Welding program - WOMEN AND MEN IN WELDING
    i.e., Nursing program - MAN AND WOMEN IN NURSING

13. Have an effective re-entry program. Have one class demonstrate one skill which can be used immediately i.e., house painting, home repair. Have persons go out and immediately use this new skill. After assistance in job and information as to further career advancement through additional education.

14. Use minority women to counsel potential male students.

15. Use drop-outs of Coop Work Experience to recruit others into other occupational areas. They would be ready to listen to career choices different from what they had originally selected.

16. Visit occupational areas both in industry and existing programs on campus.

17. Hold exit interviews to determine the reasons students drop out of programs. Find ways of assisting students to stay in programs. A major reason for drop outs is lack of campus support (outside of particular program) such as in basic skills assistance. Students may be good in a given major but fail in coursework, e.g., math.

18. Offer peer advisement counseling on both a personal and tutorial basis.

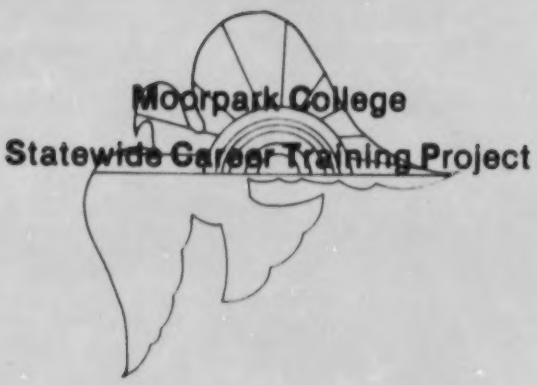
19. Spread counseling appointments with students throughout the semester. Use both regular counselors and program faculty in order to provide ongoing versus sporadic support.

20. Promote study skills for <u>all</u> students: A student help center for all rather than just for certain students that qualify for help. A student may be a "B" student in a given major but needs help in some other area. Consider use of funds through EOPS, disabled and disadvantaged programs to support the center.

21. Seek outside funding to support assistance for all students.

22. Have counselors contact and support non-traditional students when they drop out of non-traditional programs. Students can be identified by instructional faculty.

23. Start a CARE program. May be used to support women on welfare. Many were found job placement and in many cases given child care while in class.



PLANNING SHEET

NAME: _____ COLLEGE: _____

WORKSHOP: _____

TITLE: _____

1. Three tools, ideas, or strategies that I can begin to implement are:

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

2. Three people on my campus who would enjoy hearing about supporting me/joining me, in implementing these ideas are:

   1. _____

   2. _____

   3. _____

3. Three off-campus people or conference attendees who have expertise in this area and who may be helpful to me are:

   1. _____

   2. _____

   3. _____

TITLE: ALTERNATIVE SOURCES OF FUNDING

GOAL: To demystify the grant writing process. To explore sources, myths, mistakes, and planning considerations related to grant writing.

OBJECTIVES: Participants will be able to:

1. Identify sources of funding.

2. Incorporate planning considerations into the proposal design.

FORMAT: Lecture, discussion, question and answer.

CONTENT: Presenters will share their expertise on alternative sources of funding based on their own experience as grant writers and project managers. Practical information, guidelines, and suggestions will be explored.

SOURCES OF FUNDING

1. Vocational Education Special Project Requests for Proposals (RFP)

   Available at the beginning of each school year - usually sent to the Dean of Vocational Education at your own college, or . .

   Contact College Services Unit, California Community Colleges, 1238 "S" Street, Sacramento, CA 95814

2. Grants Writing Information

   Annual Register of Grant Support

   Marquis Academic Media, Marquis Who's Who Inc., 200 East Ohio St., Chicago, Ill 60611

3. The Foundation Directory - 7th Edition

   Compiled and published by the Foundation Center, N.Y. 1979
   Editor: Marianna O. Lewis
   Distributed by Columbia University Press

4. The Catalog of Federal Domestic Assistance

   Executive Office of the President, Office of Management and Budget, Washington, D.C. 20503

5. Federal Grants and Contracts Weekly

   Published by Capitol Publications, Inc.
   1300 No. 17th St., Arlington, Virginia 22209 or . . .

PLANNING CONSIDERATIONS RELATED TO GRANT WRITING

1. Know the policies and process related to grant writing that is currently utilized in your district.

2. Become aware of the administration and Board's feelings and attitudes about accepting outside funding.

3. Understand the implications of "Inkind Matching Funds."

4. Assess the District's ability to continue or pick-up the project once the funding cycle ends.

5. Identify the staffing requirements, such as expertise, time, priorities, support systems (business office, clerical, and student help).

6. Analyze the grant's potential rate of return related to meeting short and long-term objectives.

7. Seek funding either to accomplish a goal which has already been identified or to meet the requirements of the funding source.

8. Determine who is going to pay the price. Become included in other District or college grants by writing in appropriate resource for services.

TIPS ON GRANT WRITING

Ed Robings, President of Oxnard College, while serving as a proposal reader, noted the weaknesses of many community college proposals and offered the following suggestions:

1. MEET THE CRITERIA. Be sure that the proposal meets the criteria of the funding agency. Careful reading of the restrictions and guidelines is essential. Follow directions.

2. PRESENT SPECIFIC FACTS AND PLANS. Evaluators will pick a proposal that lists specific classes, forums, and seminars identified as to topic, cost, and duration over one that simply proposed such programs on undetermined topics, at indeterminate cost, for an unknown length of time.

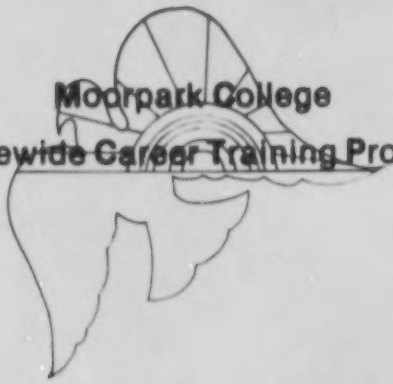
3. MAKE PROPOSALS DEVELOPMENT A YEAR-ROUND EFFORT. Communicate with community contacts and college personnel regarding community and college needs on a continuing basis; keep a "proposal bank." One college submitted a proposal that contained minutes of meetings that were held with community representatives six months prior to the time that the proposal was presented for funding. Their idea was not something that was suddenly thought of upon the receipt of forms from the government, but it was the result of a genuine community need, explored communication with community representatives. Needless to say, this strengthened the proposal.

4. PROPOSE ECONOMIC SOLUTIONS TO PROBLEMS. Don't plan to offer seminars for small groups to be taught at a high unit cost per participant if you are in an area where training in the same subjects could be subsidized at local colleges or universities for a lesser cost through enrollment in regular classes (examples might be classes in systems development, sensitivity training, or data processing). The California Joint Legislative Audit Committee recently criticized the excessive use of consultants. As an evaluator, I react negatively to proposals that include high-paid consultants, particularly if they will be people who would not ordinarily command the high fees proposed.

5. DOCUMENT THE INVOLVEMENT OF PERSONS AND INSTITUTIONS. If your proposal is going to involve a consortium of three colleges, place letters confirming their involvement from the presidents of the three colleges in the appendix; better still, include copies of resolutions of support, necessary funding, and involvement from the three boards of trustees. If your project's strength depends somewhat upon the involvement of key personnel, include short resumes.

6. TRIPLE CHECK YOUR FIGURES. One college submitted a proposal that included a position for part-time that would have yielded an annual income of over $50,000 if projected to full-time. Others included budgets that just did not balance.

7. CHECK OUT THE PROPOSAL ON CAMPUS BEFORE SUBMITTING IT FOR FUNDING. In the absence of an office of college development or a research department (both of which more than pay for themselves as a result of their efforts on many campuses), submit your proposal to several persons for editing reactions. Ask your best English or journalism instructor to go over it. Have your business manager check the budget. Take it to a couple of disinterested persons and ask them to react.



PLANNING SHEET

NAME: _____ COLLEGE: _____

WORKSHOP: _____

TITLE: _____

1. Three tools, ideas, or strategies that I can begin to implement are:

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

2. Three people on my campus who would enjoy hearing about supporting me/joining me, in implementing these ideas are:

   1. _____

   2. _____

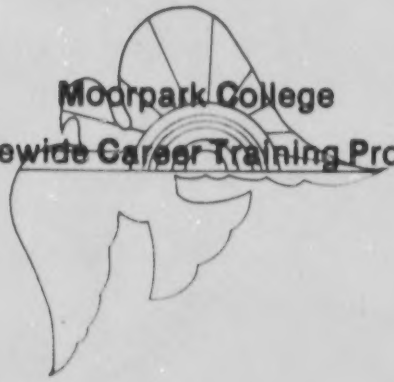
   3. _____

3. Three off-campus people or conference attendees who have expertise in this area and who may be helpful to me are:

   1. _____

   2. _____

   3. _____



TITLE: TEAM PLANNING

GOAL: To assist college teams in developing priorities for action planning based on the information gathered at the Statewide Career Training Project.

OBJECTIVES:

1. Introduction to topic by facilitator - A talk on Career Development Action Planning

2. Participants will identify college career development needs and goals. Participants will work alone and review planning sheets already presented.

3. College teams will come to consensus on the primary career development needs at their college and set goals based on that need that they will work on. Participants will work in small college team groups and prioritize their needs.

4. College teams will share needs priorities and goals with each other. Reports to whole group.

5. Action Planning Contracts will be filled out in duplicate.

FORMAT: Lecture, small and large work groups.

MATERIALS: Handouts

CAREER DEVELOPMENT ACTION PLANNING

GOALS/OBJECTIVES

ACTIVITIES

TARGET POPULATION

RESOURCES/RESPONSIBILITIES

EVALUATION

TIMELINES

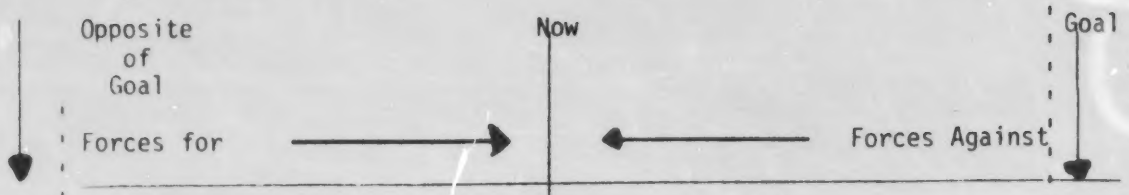
COMPLETED

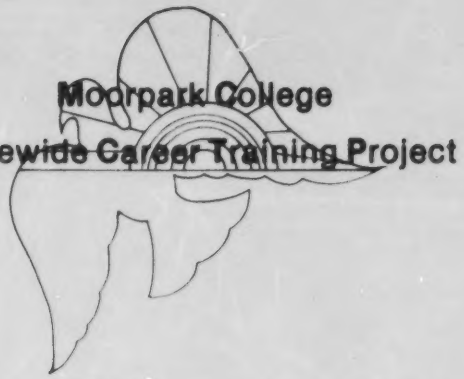
COMMENTS

FORCE FIELD ANALYSIS

PROBLEM:

IMPROVEMENT GOAL:





COMPOSITE PLANNING SHEET

COLLEGE:_____ DATE:_____

PARTICIPANTS:_____

_____

_____

_____

1. After reviewing and prioritizing members' planning sheets, the group priorities are:

   1._____

   2._____

   3._____

2. In order to implement these priority items by the follow-up session we need support from the following people:

   1._____

   2._____

   3._____

3. We need monetary backing, how much, from where?

4. We need the additional expertise of?_____

5. By the follow-up session we will be in the process of implementing:

   1._____

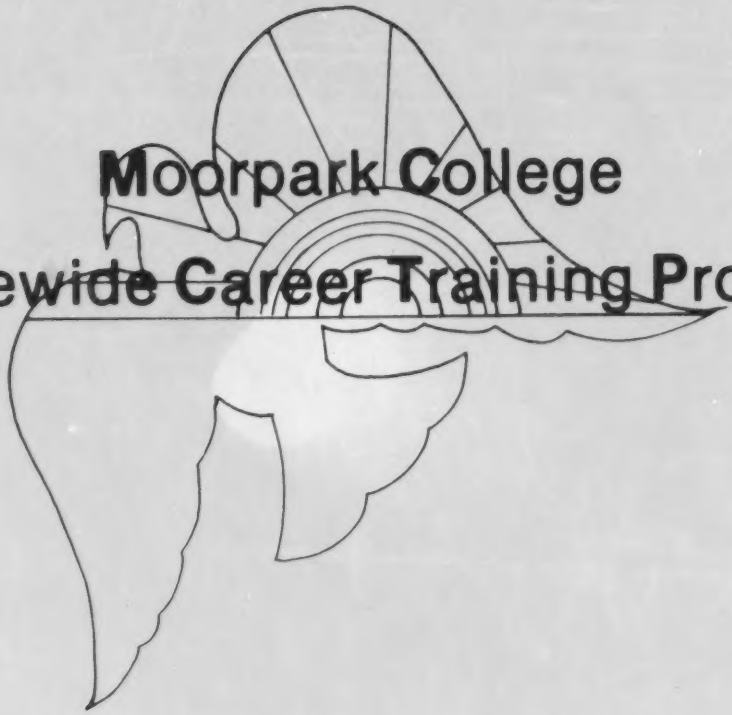
   2._____

   3._____

6. If we get stuck we will call or contact:

   1._____

   2._____



Moorpark College

Statewide Career Training Project

EXHIBIT AREA DIRECTORY

The following list of resources (on view in the Exhibit Area) is an excerpt from the Moorpark College Statewide Career Training Project Resource Directory. This list represents the collection of materials that we have on display for your perusal. It is organized into the same section categories as the more comprehensive Resource Directory.

SECTION	TITLE	PAGE
I	NEEDS ASSESSMENTS	1
II	CAREER INSTRUMENTS AND ASSESSMENTS	2
III	APPRENTICESHIP PROGRAMS	6
IV	SPECIAL POPULATIONS	7
V	RESOURCES	11
VI	STATE AND NATIONAL RESOURCE AGENCIES, ASSOCIATIONS AND ORGANIZATIONS	14
VII	AUDIO-VISUAL/MULTI-MEDIA MATERIALS	15
VIII	NEWSLETTERS	16
IX	BIBLIOGRAPHY	17
X	TEXTS FOR USE IN CAREER PLANNING CLASSES	18
XI	APPENDIX	
	VEA 1981-82 SPECIAL PROJECT PROPOSAL SHEET	19
	VEA 1980-81 SPECIAL PROJECT MATERIALS RECEIVED	21

EXHIBITS

SECTION I - NEEDS ASSESSMENTS

A PLANNING MODEL FOR DEVELOPING CAREER GUIDANCE CURRICULUM, by Anne Upton, et.al., California Department of Education, CPGA, 654 E. Commonwealth Ave., Fullerton, CA 92631. Monograph No. 12. (pamphlet)

Although geared for K-12, general information about needs assessment and goal setting is relevant to Community College settings.

GUIDELINES FOR DEVELOPING COMPREHENSIVE GUIDANCE PROGRAMS IN CALIFORNIA PUBLIC SCHOOLS: K-ADULT SCHOOL, by California Department of Education, Personal and Career Development Services, 721 Capitol Mall, Sacramento, 95814. Contact: Milton Wilson, Ph.D. (916) 323-9567

NEEDS ASSESSMENT HANDBOOK, Vocational Education Needs Assessment Project, directed by Charles McIntyre. California Community Colleges, Chancellor's Office, 1980. 276 pp.

SECTION II - CAREER INSTRUMENTS AND ASSESSMENTS (Complete sections on utilization of inventories for Spanish speaking and Vietnamese are located in Section IV, Special Populations.)

A. SAMPLE PACKET - Career Counselors utilize the following packet of inventories in helping students identifying potential careers:

(1) This packet contains a series of interest, values clarifications, and a skills inventory. These are not tests. There are no right or wrong answers. The inventories take your responses and analyze them in an organized pattern. Four to six sessions with a counselor are generally needed to cover all materials.

Packet contains:

Strong Campbell Interest Inventory (Prioritizes patterns of interest.)

- Inventory Booklet (return to counselor)
- Prepaid scoring sheet
- Interpretation sheet

Work Values Inventory (WVI) (Prioritizes 15 values people consider important in the world of work.)

- Inventory book (return to counselor)
- Answer sheet
- Interpretation guide

California Occupational Preference System (COPS) (Defines different kinds of work and lists sample occupations.)

- Self-Interpretation Profile and Guide
- Answer sheet

Self-Directed Search (SDS) (Lists various activities a person can do, competencies, possible occupations and self-estimates.)

- Inventory Booklet
- Occupation Finder

Quick Job Hunting Map (Identifies transferable skills through a series of written exercises and check lists. Also suggests a variety of job search strategies.)

(2) Career Counselors in private industry are increasingly learning to use the Livermore Achievement Motivation Process (LAMP). This is a structured process designed to give individuals a clear understanding of their functional skills, their preferred methods of achieving success in life and the major major motivating forces in their personal and career lives. Training is available from Career Research and Testing, 1190 So. Bascom Ave., Suite 214, San Jose, CA 95128 (408) 295-5460.

(3)Sample Individualized classes: DeAnza, Ohlone, Ventura

B. INTERPRETIVE GUIDES

(1)Career Card Sorts - developed by and available from Career Research and Testing, 1190 So. Bascom Ave. #214, San Jose, CA 95128 (408) 295-5460

CAREER VALUES CARD SORT KIT - A simple device that allows your clients to prioritize their values in just five minutes. Forty-one variables of work satisfaction -- such as time freedom, precision work, power, technical competence, and public contact -- are listed and described. An effective tool for job seekers, those fine-tuning their present jobs and career-changers at all ages and stages. This kit also includes guidelines for counselors and group facilitators, an overview of values and their role in career decision-making, explicit instructions for the individual user, and five Supplementary Activities for further values clarification.

MOTIVATED SKILLS CARD SORT KIT - The quick and easy way to identify the motivated skills that are central to career satisfaction and success. Based on experience, feedback and instinct, the client uses the cards to assess his or her proficiency and motivation in 48 skill areas. Complete Instructional Manual includes counselor guidelines, an overview of achievement motivation and its role in career decision-making, instructions for the individual user, and a series of Supplementary Activities for further clarification of one's motivated skills and achievement patterns.

OCCUPATIONAL INTERESTS CARD SORT KIT - A low-cost technique for quickly identifying and ranking occupational interests. Clarifies the high-appeal jobs and fields; the degree of readiness, skills, and knowledges needed; and competency-building steps for entry or progress. Kit includes 110 Occupational Interest Cards and Manual and guidelines for counselors and group facilitators, an overview of interests and their role in career decision-making, detailed instructions for the individual user, and optional activities for clarifying career-related interests.

RETIREMENT ACTIVITIES CARD SORT KIT - An easy to use and approachable tool to aid in the transition from formal employment to a meaningful retirement lifestyle. Forty-eight common pastimes -- from cultural events to meditation, from entertaining to group leadership -- are listed and described. Cards can be used to determine current frequency as well as preferred activity patterns. A Manual provides explicit instructions for using the Card Sort, an overview of the concepts and issues of retiring, summary and work sheets for processing the exercise and eight Supplementary Activities for dealing with aging and retirement. A useful start-up or supplementary resource for organizational pre-retirement programs.

(2) Career Related Liberal Arts Skills - "A Facilitators Kit" - Paul Breen, Urban Whitaker, T.I.M.E., P.O. Box 651, Daly City, CA 94017 ($5.00) (pamphlet) Use for awareness and resume writing - 3 pps. describing liberal arts skills, accompanied by a slide-tape presentation on "Career Transferrable Liberal Skills" - Categories: Information, Management Skills, Design and Planning, Research and Investigation, Communication, Human Relations - Interpersonal, Critical Thinking, Management/Adm. Valuing, Personal/Career Development.

(3) Occupational Assessment Handbook - by John Grisafe, Office of Riverside County Superintendent of Schools, 1981 - over 50 assessment instruments are described.

(4) Relating the Strong-Cambell and Career Assessment Interest Inventories to Worker Trait Groups. Myrna Elliott, Career Counselor, Chaffey College, Alta Loma, CA. "Appalachia Project" - in conjunction with Appalachia Educational Laboratories, McKnight Publishing Company, 1979. Available in Braille, large print, and audio-tape. Sections are divided into Hollands' Personality Themes (realistic, investigative, artistic, conventional, social and enterprising) - concise interpretation. This is the educational version of the Guide to Occupational Exploration, a recent supplement to the Dictionary of Occupational Titles (DOT). Jobs are listed in each theme with the following information on each job: Worker Trait Group, Representative Occupations, Education Required, Aptitudes (verbal, form perception, etc.), GED Level, Related Chaffey College Majors.

C. SAMPLE DESCRIPTIONS EXHIBITED

(1) Adult Career Planning Inventory, San Bernardino County Schools Office (available in Spanish) Thorough interest inventory with sections on:

- education completed
- future education goal
- time to be allotted to training
- 17 career clusters from which 3 may be selected
- interest in people/data/things
- 5 characteristics of a job desired
- 3 strongest aptitudes (talents) selected
- past work experience in 3 areas
- any physical limitations
- amount of lifting, carrying, pushing or pulling able to do
- prefer to work: inside, outside, or both
- any reason why you can't work
- transportation available or not
- 4 areas of information desired
- from several hundred names of jobs, 3 are selected to explore

(2) American College Testing Program (ACT), Career Planning Program, 1976, Mike Paparella, Regional Director, Education Service Division, Downtown Plaza Towers, Suite 766, 555 Capitol Mall, Sacramento, CA 95814 (916) 444-6966 - Adult booklet, $4.00 per student - administration 2-1/2 hours.

SECTION II (Cont.)

C (2)(Cont.)

- involves questions on interests, experience and ability with computerized printout
- "Planning Your Career" summary booklet (20 pages) available
- research related to student characteristics and retention can be purchased from ACT utilizing CPP participant's information ($100)
- counselor's manual: "Helping Students Explore Options"
- career class (or workshop) curriculum guide is available
- California Community Colleges that have used this program include: Consumnes River, College of the Redwoods, Foothill, Feather River, Lake Tahoe, Modesto*, Mt. San Antonio, Merritt, Rio Hondo, San Bernardino Valley, American River, Merced, West Hills, Butte and Imperial Valley* (* indicates use with EOP or Upward Bound students)
- National Office: John D. Roth, Director, ACT Career Planning Program, P. O. Box 168, Iowa City, Iowa 52240 (319) 356-3947 - specimen set costs $4.00 (1977)

(3) Performax Systems International, Inc. - 12805 State Hwy 55, Minneapolis, Minnesota, 55441 - This is a "Personal Profile System." Also available are other personality assessments on listening, managerial skills, "The Child's Profile," team building, and job factor analysis.

D. SAMPLE MANUAL: CALIFORNIA ASSESSMENT INVENTORY - geared for 2-year college majors.

SECTION III. APPRENTICESHIP PROGRAMS

A WOMAN'S GUIDE TO APPRENTICESHIP, U. S. Department of Labor, Women's Bureau, 1980 (pamphlet - 17 pp.)

CALIFORNIA APPRENTICESHIP INFORMATION GUIDE - Los Angeles County, 1979
Offices of the California Division of Apprenticeship Standards Headquarters, 455 Golden Gate Avenue, Room 3230, San Francisco, CA., (415) 557-1700
Also available from EDD, Los Angeles Center Employment Service, 161 W. Venice Blvd., Los Angeles, CA 90015 (Contact: Alex Haefner, Apprenticeship Consultant, (213) 744-2604) and EDD, 107 South Braodway, Room 5034, Los Angeles, CA 90012 (213) 620-2310

DIRECTORY OF ORGANIZATIONS PROMOTING EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN by California Division of Apprenticeship Standards, 455 Golden Gate Avenue, San Francisco, CA 94102 (415) 557-2950 (20 pp.)

- Booklets are divided into areas of the state, i.e., Area G = Districts 10, 11, and 12, from Kern County to Los Angeles. Addresses and phone numbers are listed along with descriptions.

- Programs listed are apprenticeship training programs, i.e., Mexican-American Opportunity Foundation, CETA Programs, Regional Occupational Centers, and other educational and job counseling programs such as General Services Administration (blue collar and trade occupations), Greater L.A. Urban League, AFL/CIO, YWCA.

THE APPRENTICESHIP AND BLUE COLLAR SYSTEM - California State Department of Education, 235 pp., 1981

MISCELLANEOUS FILE

SECTION IV. SPECIAL POPULATIONS

ADULTS

COUNSELING NEEDS OF THE OLDER ADULT - Model 44 - by Patricia Cook and Ellen Stewart, Published by National Consortium on Comptency-Based Staff Development.

(1) Positive and negative sterotypes; (2) positive and negative accommodations older adults make; (3) listening skills; (4) problem solving strategies; plus 30 pages of information about the status of older Americans.

DESIGNING PROGRAMS FOR ADULT GUIDANCE - by Sandy Leibowitz and Nancy Schlossberg, published by National Consortium on Competency-Based Staff Development.

(1) Trainers Instruction
(2) Sample class/workshop on Life Planning Process (a la Herbert Shepard) (a) who am I; (b) where am I; (c) where would I like to be (goals); (d) ideal year; (e) ideal job (relate to goals); (f) career inventory, what turns you on/off, do well/poorly; (g) career strategy (relate 6 + 5 to goals); (h) resources; and (i) action plan - time line - pros and cons.

(3) Vignettes - typical counseling situations

(4) Principals of Adult Development - role change, stresses, stock taking, time, control needs

DISABLED

CAREER GUIDANCE FOR STUDENT WITH DISABILITIES: Chaffey College, Educational Resource Center, Project Director, Robert Harris, Loma Hopkins, Charlene Smith, 5885 Haven Ave., Alta Loma, CA 90701, Part of VEA subpart 3 - 1981. Contents include:

(1) modification of career information
(2) career counseling techniques
(3) public/private agencies
(4) national organizations
(5) bibliography

ETHNIC MINORITIES

SPANISH SPEAKING AND CHICANO STUDENTS: Resource Guide for Career Counseling Spanish Speaking and Chicano Students; Denise Douglas, Project Director, Spanish Career Materials Development, San Jose City College, 2100 Moorpark Ave., San Jose, CA 95128 (408) 298-2181

ETHNIC MINORITIES (Cont.)

(1) overview
(2) assessments (academic equivalency/language proficiency)
career interest tests/information
(3) language considerations (LEP/ESL)
(4) affective considerations
(5) retaining
(6) link between education and work
(7) job search skills
(8) Spanish language career counseling materials
(9) additional program development resources

USING FOUR CAREER GUIDANCE STRATEGIES WITH ETHNIC MINORITIES; Module 45, Woodrow Park, Roderick McDavis, National Consortium on Competency-Based Staff Development

(1) Begins with a self concept enhancement strategy with a confirmation that lacking basic skills (i.e. reading) contributes greatly to low self-esteem in all other areas of life.
(2) Exercises: (a) occupational shopping list (from Hollands SDS); (b) guided vocational fantasy; (c) vocational assessment interviewing from (VAIF) 24 items divided into education, environmental, personal, occupation - information; (d) role-play on decision making; and (e) occupational stereotypes (cards worn on your back, class members treat you as your label).

VIETNAMESE - Career Counseling Materials and Techniques For Use With Vietnamese, Patricia Hawkins Katz, Project Director, San Jose City College, VEA subpart 3 grant - 1981. Contents include:

(1) cultural orientation
(2) career counseling vs. employment vs. vocational counseling - a model with small groups
(3) career assessments, including assessing English ability and skills, interests, values, personality, occupational knowledge and awareness and cultural awareness
(4) job search skills (counselor and student materials)
(5) utilizing cooperative work experience
(6) other resources: appropriate printed materials and publishers, bibliographies, service directories, resource guides, successful model programs and multi-media programs
(7) career inventories that have been adapted to Vietnamese populations including: Work Values Inventory, by Donald Super, New York, Houghton-Mifflin Co. Short Occupational Knowledge Tests (SOKT), Science Research Associations (SRA), Chicago, Illinois.

GENDER EQUITY

ACHIEVING SEX EQUITY AT COMMUNITY COLLEGES, L. A. Community College District, Educational Services, 33 pp. In-service training module on recruiting and retraining students in courses that are non-traditional. Comprehensive module with true/false questions and answers regarding sex role stereotypes. List of activities that teachers, counselors, and administrators can use to recruit non-traditional students. Fact sheets related to women in the work force and their earnings. Bibliography, annotated. Materials analysis for sex fairness.

ACTIVITIES TO COMBAT STEREOTYPING IN CAREER CHOICE, American Institutes for Research, P. O. Box 1113, Palo Alto, CA. 94302, April 1980.

BECOMING A SEX AFFIRMATIVE COUNSELOR - A workshop report for junior and senior high school counselors. Presented by Pima County Career Guidance Project and Arizona Personnel and Guidance Association - April 1980, 90 pp.

Thorough overview involving the following areas: values clarification, Title IX, changing work patterns, recognizing sexist and non-sexist behavior, sex bias in counseling materials(and how to correct sex bias) plus interest inventories. Though geared for secondary education, the materials are informative for all counselors.

CALIFORNIA NETWORK ON SEX EQUITY IN VOCATIONAL EDUCATION (800) 475-6578
students, parents, faculty, administrators
Under contract with the State Department of Education and the Chancellor's Office of the Community Colleges, the Network offers a toll-free hotline providing information on sex equity in vocational education: Resource bibliographies and curriculum materials, legal aid, and grievance procedures.

RESOURCES FOR ACHIEVING SEX EQUITY - AN ANNOTATED BIBLIOGRAPHY, L.A. Community College District, Educational Services Division, compiled by Susan Miller, Consultant - 40 pp.

Definitions, "the laws", books on career guidance, decision making, working women (historical and ethnic perspectives), journals, newsletters, films, filmstrips, cassettes, records/tapes, learning kits/games, posters/displays, guides to non-print audio-visual and human resources, organizations/projects, ordering information.

TRY IT, YOU'LL LIKE IT - A STUDENT'S INTRODUCTION TO NON-SEXIST VOCATIONAL EDUCATION - Martha Mathews and Shirley McCune - prepared under contract #300-76-0426 for the Bureau of Occupational and Adult Education (HEW) 55 pp. - available from New Frontiers Career Guidance Project, 545 No. Camino Seco, Tucson, Arizona, 85710 - Sections include: exploring interests, working outside your home, working inside your home, exploring vocational education, knowing your legal rights, and getting it all together.

GENDER EQUITY (Cont.)

THE WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM - 1980 Annual Report, 113 pp. U.S. Department of Education, by Carol Whitten; project director, Dr. Leslie Wolfe. Provides one page project summaries with project leader names and locations in the following areas of funding:

(1) Title IX Compliance
(2) Educational Equity for Racial and Ethnic Minority - Women & Girls
(3) Educational Equity for Disabled Women and Girls
(4) To influence educational policy and administration
(5) To eliminate persistent barriers to educational equity for women.

Two California projects have been funded:

(1) Bay Area Bilingual Education League Inc. "Campsinas"
(Contact: Estella Morris (415) 549-1820)
(2) Center for Independent Living/Disability Rights Education and Defense Fund, Inc. (Contact: Mary Lou Breslin (415) 644-2555)

THE WOMEN'S EDUCATIONAL EQUITY ACT PUBLISHING CENTER, Educational Development Center, 55 Chapel Street, Newton, Mass., 02160

The Center publishes materials developed from specially funded projects. The U.S. Department of Education publishes the annual report (i.e. 1980) listed below.

SECTION V. RESOURCES

ALTERNATIVE EDUCATION, compiled by Dr. Hal Schrupp and Rhonda Beno, Orange Coast College. This brochure listing non-traditional approaches to earning your Bachelor's Degree, including:

(1) A separate list of vocational schools in Orange County and training programs in Orange County has also been compiled.

(2) Also available is an Orange County Industry-Education Council's "Education to Industry Directory," P. O. Box 15029, Santa Ana, CA 92705.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION (APGA), Counseling Resources, 1982.

Counseling Resources, 1982
Over 100 books and 100 films can be ordered from APGA, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041

APGA Journal, this journal focuses on all issues in counseling. The following individual issues were either topical volumes or contained several articles related to career counseling of special populations. Special issues may be ordered or articles may be copied at 10 cents per page.

CALIFORNIA STATE EMPLOYMENT DEVELOPMENT DEPARTMENT - Statewide Information: Selected Publications, materials available from the local offices or from Employment Data and Research Office.

California Labor Supply and Demand (Quarterly)
Sections: Northern & Southern California, short term information on jobs.

Annual Planning Information - reports from each SMSA (Standard Metropolitan Statistical Area), i.e. "Oxnard, Ventura, Simi Valley." Contents include: (1) labor market profile, national and state outlook, industry trends and outlook, labor force trends and outlook; (2) employment outlook for selected occupations; (3) occupational summary, includes "entry level" or not, training requirements, wage range, industries, misc.; (4) some social and ecomonics data.

Projections of Employment by Industry and Occupation, by SMSA (Standard Metropolitan Statistical Area), 1980-1985. For additional information contact Diana Armand, Central Area Labor Market Information Group, 1525 So. Broadway, Los Angeles, CA 90015 (213) 744-2328. Contents include: (1) economic assumptions; (2) area profile; (3) industry employment trends; (4) occupational employment trends; (5) occupations with the greatest number of average annual job opportunities; (6) charts or employment and replacement needs.

Careers in Nursing Services, Violet Post, Los Angeles, 1979. Suggested career ladders in each area. Thirteen (13) occupations listed plus prospects, hiring requirements, benefits, special programs.

CALIFORNIA STATE EMPLOYMENT DEVELOPMENT DEPT. (Cont.)

Careers in Telephone Communications, April Moss, 1979, Eight (8) areas to enter, plus career ladder prospects, training benefits, etc.

Careers in Electrical Utilities, by EDD Occupational Analysis Field Center.

Sources of Information on Career Education: Annotated Bibliography, California State Department of Education, Task Force on Career Education, 1975. Contents include: (1) nature of students in 1970; (2) the occupational market - i.e. ERIC Clearing House on Vocational and Technical Education Information Series; (3) objectives; (4) methods of developing curriculum; (5) teacher-student resource materials; (6) materials for guidance personnel; (7) evaluation guidelines; and (8) materials and audio-visual aids related to career education.

Appendix - publications of the Center for Vocational Education

CALIFORNIA WOMEN, a bulletin from the California Commission on the status of women, 926 J Street, Rm. 1506, Sacramento, CA 95814 (916) 445-3173. Information every other month on issues including comparable pay, equal opportunity, legislation, conferences, issues of inequity and special statewide programs.

CONSULTING IN THE AREA OF CAREER GUIDANCE, by Thomas Quinn, published by National Consortium on Competency-Based Staff Development, Module 48, March, 1979. Entry level consultation in secondary schools - Helpful for Community Colleges to assist teacher in planning classroom activities. The consultant role of the counselor-teacher is explored. Research on students needs and examples of planning guides are highlighted. Emphasis is on developing student's self-esteem through career guidance.

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Becoming Resource Resourceful - Module 50 published by the National Consortium on Competency-Based Staff Development discusses how to use ERIC.

FACT SHEET, on Career Education Incentive Act - Funded Projects 1980-81 by California State Department of Education, Personal, and Career Development Services, Sacramento, CA 95814 (916) 322-6352

RESOURCE GUIDE FOR COMMUNITY COLLEGE COUNSELORS, California Community College Chancellor's Office (to be published), 1981-82. Sampling of contents related to career counseling include: (1) counseling needs survey from Chabot and Long Beach Community Colleges, (2) career class outline for individualized approaches from Foothill and Ventura Colleges, (3) community college brochures in one booklet entitled "The Planning Guide" by Golden West College, similar to U.C. Davis' "Planning Guide to Majors." (4) career materials for the handicapped by Chaffey and Grossmont Colleges, (5) providing career services for industry by Foothill.

SECTION V. RESOURCES (Cont.)

CAREER COUNSELING PROGRAM DEVELOPMENT - Workshop Resource Supplement, California Community Colleges Chancellor's Office, 1980, Jim Hirschinger. Contents include:

(1) Background: Perspective on Effective Career Counseling, Career Counseling and the Asian Student.
(2) Community related: Sacramento Career Education Consortium, Foothill College Project, and Community Resources - a project funded by U.S. Office of Education, researching mid-career change: Mid-Career Education and Training: Community Support Systems, 100 pp., IGA/UC Davis (see bibliography)
(3) Career Counseling needs assessment - Long Beach City, Orange Coast, Grossmont
(4) Alternative funding: VEA Sub-part 3, CETA/CWETA, CPEC, Trustee Newsletter, FIPSE, EOPS Special Projects
(5) VEA Sub-part 3 project abstracts: (1) Chaffey College handicapped project; (2) Mt. San Jacinto College, training occupational teachers; (3) "Statewide Longitudinal Study on Community College Students and Their Jobs," Steve Sheldon, L.A. Pierce; (4) "Vocational Assessment System and Cooperative Work Experience for the Disabled," Vista College, Peralta; (5) "Developing Vocational Guidance Materials," Minority Affairs Institute (MAI), Walnut, CA.

DISABLED - Vocational Guidance for Handicapped Students: A Training Program: Alta Loma, CA, Educational Resource Center, Chaffey Community College, 1980.

WORK EVALUATION - Singer Caramate - Audio Visual Programs:

"Vocational Evaluation: An Overview" (Sound/Slide Program, 20 min.)

"Singer Vocational Evaluation System" (Sound/Slide Program, 30 min.)

WORK SAMPLE STATION: "Electronics"

(Park of the Comprehensive Occupational Assessment and Training System)

Assess performance from soldering resistors to a printed circuit board, tinning wire ends for a calbe assembly, to testing work with small amounts of voltage.

SECTION VII. AUDIO-VISUAL-MULTIMEDIA MATERIALS

Audio-visual materials have been developed for various Vocational Education Act (VEA) funded projects (see list in Appendix under California Community Colleges Special Projects). For example, two colleges developed a series of tapes on women in non-traditional careers:

1. Palomar College, San Marcos, 92069. Contact Chris or Elaine Cassidy in the Video Tape Bank (ITV) (714) 744-2429 to obtain or rent the series of tapes (including Women in Apprenticeship, Construction, Television, Electronics and Management).

2. San Diego Community College District, 3375 Camino del Rio South, Room 116, San Diego, 92108, (714) 230-2065. (This was an EOP special Project for 1980-81.) These tapes involve primarily on site portrayals of working women in such fields as dentistry, law enforcement, park service, fire fighting, painting, carpentry, landscaping, supervisory, machine shop, welding, electronics and the allied health fields.

SECTION VIII. NEWSLETTERS

BLACK COLLEGIAN -Black Collegian Service Inc., New Orleans, LA

CALIFORNIA WOMEN - California State Commission on the Status of Women, 926 J Street, Room 1506, Sacramento, CA 95814 (916) 445-3173

CAREER DEVELOPMENT THEORY - 1975-78, by Barbara Sanderson, Carolyn Helliwell, National Consortium on Competency-Based Staff Development, Module 1, 90 pp.

Theories included: Accidental, trait-factory, developmental, decision making, economic, sociological, personality, social learning.

All summarized on p. 57-8 with program implications (pp. 77-78 - a sample phil.)

CAREER EDUCATION: JOURNAL OF CAREER EDUCATION - Vol. 7, No. 2, 179 pp. December 1980. Contents include: (1) Kenneth Hoyt reviewing career ed K-12 during the 70's with predictions for the 80's, (2) California's model State Career Ed Plan, K-12, (3) Assessing the implementation of the Career Ed Incentive Act, including insight into evaluation techniques and resources on evaluation i.e. Michell's Ways to Evaluate Different Types of Career Ed Activities - a handbook of evaluation models (1979), Salt Lake City, Olympus Press, 1979 (Ed 162 108)

CAREER PLANNING AND ADULT DEVELOPMENT NEWSLETTER - 805 Colusa Avenue, Berkeley, CA 94707 (415) 524-8013

COMPASS - California Personnel and Guidance Association (CPGA) 654 E. Commonwealth Ave., Fullerton, CA 92631

DISPLACED HOMEMAKERS NETWORK, INC. - 755 8th St., N.W., Washington, D.C. 20001

GRADUATE - 13-30 Corp., 1005 Maryville Pike, S.W. Knoxville, TN 37920
Useful magazines: Fortune, Forbes, Wall Street Journal (special supplement

NCWA NEWS - Northern California Women for Apprenticeship, 2115 "J" Street Suite 15, Sacramento, CA 95816 (916) 448-2921

NEWSLETTER ABOUT LIFE/WORK PLANNING - National Career Development Project P.O. Box 379, Walnut Creek, CA 94596 (415) 935-1865

WHAT COLOR IS YOUR PARACHUTE? A Practical Manual for Job-Hunters and Career Changers. by Richard N. Bolles, Berkeley - Ten Speed Press, 1979 (revised annually) Generally regarded as the best of its kind, although some enthusiastic readers do not perform the exercises, which can prove intimidating for the despondent. Light, amusing, yet practical. Especially helpful for surveying new fields, understanding the "numbers game", assessing skills, career planning, and marketing oneself. The Quick Job Hunting Map is included along with an excellent bibliography. Weak on standard resumes and interviews because Bolles does not think they work.

Useful Magazines: Fortune, Forbes, Wall Street Journal (special supplement available on Thursdays on jobs), Changing Times, Business Week, SAVVY, Working Women, Ms. Magazine, Venture.

SECTION IX. BIBLIOGRAPHY

CAREERS FOR HUMANITIES/LIBERAL ARTS MAJORS: A GUIDE TO PROGRAMS AND RESOURCES Thomas Trzyna, editor - Monroe: R.M. Weatherford Press, 10902 Woods Creek Road, Monroe, Washington, 98272, 1980

CLASSROOM ACTIVITIES TO COMBAT STEREOTYPING IN CAREER CHOICE - American Institute for Research - Palo Alto, 1980

COMPETENCY BASED STAFF DEVELOPMENT IN COMPREHENSIVE CAREER GUIDANCE - R.J. McDavis and W. M. Parker - Palo Alto - American Institute for Research, 1979 Using awareness and effective communication for helping ethnic minorities with career guidance (module 46). The module consists of a series of exercises for a 6-hour workshop. The goal of the workshop is to increase awareness stereotyping, to improve communication, and to develop plans for relating and for developing culturally relevant guidance materials. The workshop plan assumes no prior sensitization of this sort, which may not be true of California educators. The section on culturally relevant materials is limited to the development of a scrapbook. This book has limited utility for California community college staff.

COMPETENCY BASED STAFF DEVELOPMENT IN COMPREHENSIVE CAREER GUIDANCE - R.J. McDavis and W. M. Parker - Palo Alto - American Institute for Research, 1979 Using four career guidance strategies with ethnic minorities (module 45) This module consists of a series of exercises for a 6-hour workshop for educators. The strategies are not specifically designed for any educational level and are capable of various degrees of adaptation. The four areas covered are self-concept enhancement, information about and perceptions of occupations, personal assessment, and decision making. An introduction to each area explains the needs of minority students and summarizes the issues. These introductions, to the extent that they increase counselor awareness, are probably very useful. The strategies for self-concept enhancement and for information and perceptions of occupations appear well suited to the stated needs of minority students. The strategies for assessment and decision making appear to be techniques that can and have been used by counselors with a variety of clients, and to have little that is appropriate for minorities.

FINDING A NEW JOB WITH THE SKILLS YOU ALREADY HAVE - Carmen Ochoa, 1981 Published by California State Employment Development in conjunction with the California Deaprtment of Education and California Community College Chancellor's Office.

NEW CAREER OPTIONS FOR WOMEN: A COUNSELOR'S SOURCEBOOK - Helen Farmer and Thomas Balker, N.Y. Human Sciences Press, 1977. Companion volumes: New Career Options: A Woman's Guide and New Career Options: A Bibliography, are also thoroughly researched compiliations of facts that counselors should know about women's changing roles in society. Career counseling theories are highlighted and applied to the status of women.

PROGRAMS TO COMBAT STEREOTYPING IN CAREER CHOICE - American Institute for Research - Palo Alto - 1980. This report lists a national selection of educational programs that combat stereotyping according to sex, race, or handicap. The book is intended to assist other educational agencies replicate the projects. Information about the effectiveness and organization of each project is provided.

SECTION X. TEXTS FOR USE IN CAREER PLANNING CLASSES

Anstin, Margaret. VOYAGE: A Chartbook for Career/Life Planning: Dubuque: Kendall/Hunt. 1980.

Borchard, David, John Kelly and Nancy Pat Weaver; edited by Mary M. Greene. Your Career - Choices, Chances, Changes. Kendall/Hunt Publishing Co., Dubuque, Iowa. 1980. 357 pp.

Chapman, Elwood. Career Search, A Personal Pursuit. Palo Alto: Science Research Associates, Inc. 1976.

Figler, Howard. PATH: Career Workbook for Liberal Arts Students. Cranston, R.I. Carroll Press. 1979. (2nd Edition).

Friel, Theodore and Robert Carkhuff. The Art of Developing a Career. Massachusetts. Human Resources Development Press. (Box 222, Amherst)

Kern, Arthur (and Associates). Lifework Planning. R.F.D. 1 Wilton Center New Hampshire, 03086. 1976.

Loughary, John W. and Theresa M. Ripley. Career and Life Planning Guide: How to Choose Your Job; How to Change your Career; How to Manage Your Life. Chicago, IL. Follett, 1000 West Washington, Chicago, IL.

Michelozzi, Betty N. Coming Alive from Nine to Five. Palo Alto. Mayfield Publishing Company, 285 Hamilton Ave., Palo Alto, CA. 1981

Moorpark College Counselors, editors. Career and Life Planning; A Workbook. Moorpark. Moorpark College Counselors Fund, p.o. Box 581, Moorpark, CA. 1981

Shertzer, Bruce. Career Planning: Freedom to Choose. Boston. Houghton-Mifflin. Wayside Road, Burlington, Mass. 10803. 2nd Edition, 1981.

White, Patricia, Richard Peerson. Career Planning Pays. Palo Alto. Star Publishing Company, 1980.

SECTION XI. APPENDIX

The following two lists describe 1981-82 special project proposals and 1980-81 special projects funded for your information.

Proposal writing guidelines for VEA projects are available from Jim Hirschinger, California Community Colleges Chancellor's Office, Sacramento. (916) 445-1163.

2. CALIFORNIA COMMUNITY COLLEGES SPECIAL PROJECTS 1981-82 Proposals

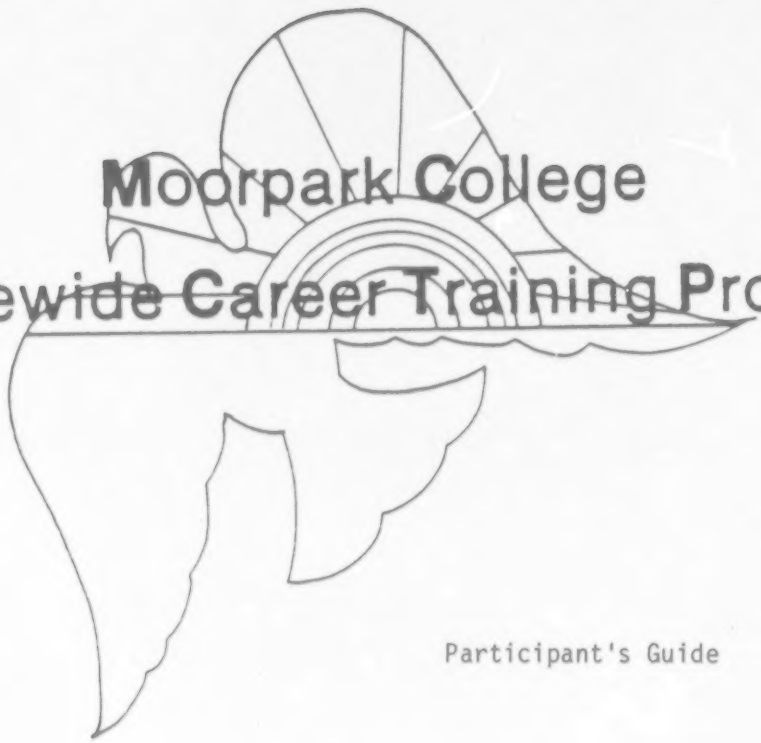
I.D.	CATEGORY	TITLE	AMOUNT	
CC-2-2-851	Gender Equity	Support Services for Women Proj.	$ 25,000	
CC-2-2-852	Gender Equity	Displaced Homemakers Project	25,000	
CC-3-2-152	Research	Using Student Performance and Follow-up Info. in Planning	170,000	
CC-3-2-153	Research	PHASE I, Longitudinal Study of Vocational Education Students with Special Needs	170,000	
CC-3-2-154	Research	Improving the Response Rate in Student Follow-up Practice	10,000	
CC-3-2-451	Guid. & Coun.	Counselor Update in Non-Trad. Career Options	50,000	
CC-3-2-452	Guid. & Coun.	Better Utilization of Instruct. Faculty, the Occupational Advis. Committee Members & the Local Occupationally Oriented Community in the Guidance & Advisement of Comm. College Vocational Students	80,000	
CC-3-2-552	Personnel Trng.	To Meet Community Occupational Training Needs by Expanding and Improving Program Coordination	100,000	
CC-3-2-552A	Disadvantaged	To Meet Community Occupational Needs by Expanding and Improving Program Coordination/Serving Disadvantaged Needs	90,000	
CC-3-2-553	Personnel Trng.	Personnel Development/Inservice Education in Agriculture/Natural Resources	15,000	
CC-3-2-554	Personnel Trng.	Personnel Dev./Inservice Education for Instructors in Health Occupations Programs Through Follow-up of Recent Graduates to Evaluate the Effectiveness & Currency of the Education Provided	54,540	(Multiple Projects to be Funded)

SECTION XI (Cont.)

I.D.	CATEGORY	TITLE	AMOUNT	
CC-3-2-555	Personnel Trng.	Personnel Development/ Inservice Education - Micro-computers in Agriculture/ Natural Resources	$ 45,000	
CC-3-2-556	Personnel Trng.	Articulation Between Business/ Industry & Vocational Educ. Instructors and Counselors	104,000	(Multiple Projects to be Funded)
CC-3-2-557	Personnel Trng.	Inservice--Education/Industry Exchange	100,000	(Multiple Projects to be Funded)
CC-3-2-558	Personnel Trng.	Inservice Education/Office & Distributive Education	100,000	
CC-3-2-652	Gender Equity	Sex Equity Resources for Voc. Education (SERVE)	50,000	
CC-3-2-653	Gender Equity	Plan to Achieve Gender Equity (CC-PAGE II)	95,000	
CC-3-2-752	Disadvantaged	Comprehensive Information and Resource Model for Disadvantaged & Handicapped Populations	190,000	
CC-5-2-977	Consumer & Homemaking	Personnel Development/Inservice Education: Microcomputers in Consumer & Homemaking Education	26,077	

SECTION XI. VEA 1980-81 SPECIAL PROJECT MATERIALS RECEIVED

No.	Project
452	Career Counseling Resources for the Disabled Chaffey Community College - 1980
454	Career Vocational Counseling Materials Techniques for Spanish Speaking Students San Jose City College, Denise Douglas VEA 1980
455	Career/Vocational Counseling Material Techniques for Vietnamese Speaking Students San Jose City College, VEA 1980
503	Opening Doors for Out of School Youth by Improving Vocational Guidance Programs Ceres Unified School District -(1980 - VEA Sub Part 3)
503	Opening Doors for the Limited English and Non-English Speaking (LES/NES) by Improving Vocational Guidance Programs Ceres Unified School District - 1980
503	Opening Doors for the Gifted by Improving Vocational Guidance Programs Ceres Unified School District - 1980
504	Career Counseling Teams UCLA - Charles Healy - 1980
551	Guide to Developing an Evening and Weekend Vocational Counseling and Guidance Service Sierra College - VEA Sub Part 3 - 1979-80
651	"Role Models in the Classroom: A Handbook for Recruiting and Training Journeywomen as Trade Teachers" - by Sue Copple (Women Instructors in the Trades Project) San Jose City College - 1980 - VEA, Title II Sub Part 3
653 (was 729)	"Interaction Between Business/Education to Overcome Sex Bias" (S.E.E.K. - Sex Equity Education Know How) L.A. Pierce College - 1980
876	Project VIEW Women's Re-entry Program - Non Traditional Saddleback College - 1981
732	Support Services for Economically Disadvantaged Women Into Non-Traditional Occupations Citrus College Re-Entry Program - Sallay L. Johnston, Coordinator



Moorpark College

Statewide Career Training Project

Participant's Guide

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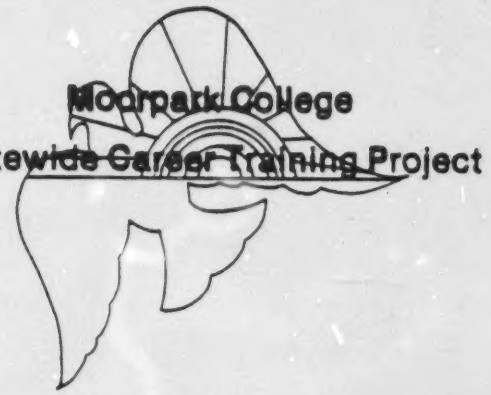


INTRODUCTION

Welcome to the Statewide Career Training Workshop. This workshop is the result of discussion among Community College Counselors expressing a variety of professional development needs. In March of 1981, a questionnaire was designed to focus and prioritize those needs specifically in the area of career counseling. Consequently, through a state grant, this workshop has been designed to speak directly to those professional needs, providing the participants with specific information on developing new technologies, polishing skills, and taking a leadership role in planning for positive change on their own campuses.

As you will notice, each team is comprised of three counselors and an administrator. This team approach will ensure more effective implementation of your plans on your campus when you return. In this way, you can transform your initial enthusiasm into action planning at home.

The main topics of the workshop are divided into sections represented by the tabs in your manual. Each page is keyed to its corresponding objective by a code in the upper right-hand corner. These topics represent the areas of need that received the highest priorities in the needs assessments. Each section is designed as a unique and complete entity, yet they all relate to our roles as career counselors in the community college setting. Participants will find a planning sheet after each section of the manual. We will ask you to complete this sheet at the end of the section. Then in our final section called <u>Team Planning</u>, we will assist you in prioritizing your individual objectives and arriving at a team plan. We would like you, as part of a college team, to contract to work toward achieving your team priorities. In approximately six weeks, we will reconvene for a follow-up session, so that you can report on your progress, enlarge on a specific area, and/or enlist the assistance of other participants.

Because respondents indicated that most counselors have mastered the rudiments of the career planning process, we will not be covering these basics. We will instead delve into those topic areas which continue to concern us all. We do provide each participant with an instructor's copy of the book <u>Career/Life Planning</u> edited by Moorpark College and used nationally by career counselors and instructors. This will provide a succinct and thorough review of the essentials for career decision-making for those who desire it.

Although we address many topical areas, we believe that our emphasis on planning and teamwork will provide you with an opportunity to select the areas that are most pertinent to your campus. Of course, we will also request your evaluative comments both during and after the workshop.

We call your attention to Section 9, Exhibits. This is a list of all of the books, pamphlets and media resources that we will have on display. The exhibits are only part of the comprehensive list of resources that have been compiled into a directory format. Each college will receive one copy of this resource directory to add to your career reference library. The directory is an annotated compilation of the latest books, projects, assessments, and media materials available in the field of career counseling. It is truly representative of the state-of-the-art.

The project team of student service professionals has planned a stimulating program with you in mind. We trust that everyone will benefit from the experience as we strive toward excellence in our challenging roles.

As with any project of this magnitude, many people behind the scenes have contributed their valuable talent and efforts to the successful completion of this project. It is with great appreciation that we thank the people who have given so generously of their time and talent. We include in this list local college and District administrative support, our advisory board members, our pilot project team and presenters, our evaluators, our numerous expert consultants, and our college professional support staff. Thank you all for your valuable contributions.

NOTES ON THE PROJECT STAFF

Dr. Bill Bendat - Project Director and Dean of Counseling at Moorpark College has served as chairperson for the Statewide Assn. of Administrators of Counseling. He has been a presenter and lecturer for the College Board, the National Career Council on Vocational Education, a consultant for numerous college districts, evaluator of VEA proposals, and a past Project Director for Neighborhood Youth Corps Summer Institutes. Dr. Bendat has special expertise in curriculum development, planning educational relations programs, and in organizing comprehensive guidance services. Under his leadership, Moorpark College received the H. B. McDaniel Award for Counseling Excellence in 1978.

Diane Sukiennik - Project Manager, Grantwriter, and a counselor at Moorpark College, is nationally recognized for her work in the area of career planning and staff development. She has coordinated the Moorpark Career Center, moderated a weekly T.V. career talk show, edited several career workbooks, consulted nationally, and conducted numerous workshops in the areas of career planning, risk-taking, personal effectiveness, supervisory training, and gender-equity.

Anne Boe - Project Trainer, has many years of experience in the area of career planning both in education and currently as a private consultant. As Placement Director at Grossmont Community College for over two years, she implemented career development workshops for counselors and vocational instructors. She is also an evaluator for the San Diego Community College District for "Non-traditional Careers for Women" project. In addition, Anne has developed and implemented regional career development workshops for State Community Colleges through the Chancellor's Office.

Myrna Elliott - Project Trainer, has extensive experience counseling individuals making career decision both through her consulting business and as the designer of a comprehensive career counseling program for a community college. As Associate Professor of Counseling at Chaffey College, she taught classes in career planning, conducted workshops, and did research on the needs of adults. She was the recipient of a grant from the Community College Fund for Instructional Improvement, which she used to implement the Career Information System at Chaffey College and write a booklet which related the Strong-Campbell and Career Assessment Interest Inventories to worker trait groups.

Dr. Warren Farrell, Gender Equity Consultant, is author of The Liberated Man, now in its 10th printing and for two years a best-selling book on gender equity issues. He has been Assistant to the President of N.Y.U. and was chosen by President Johnson in 1965 as one of the outstanding young educators in the U.S. Dr. Farrell has appeared on the Phil Donahue Show and his role reversal presentation was featured by Real People in the Fall of 1981. Warren presently resides in Del Mar, California.

Dr. H.B. Gelatt - Project Trainer, has been involved in the process of "training trainers" as a designer, developer, and teacher in the area of career decision making since 1960. He is the author of four training workbooks on decision making and the director of a national project that developed and field tested 56 modules for training counselors in career education. Most recently he directed a Career Education Community College Counselor Consortium which published: Career Education Infusion, A Process Manual for California Community Colleges. He is currently self-employed as an independent consultant.

Juanita Martinez - Multi-Ethnic Consultant - M.S. degree from California State University, Sacramento. She is currently an Assistant Researcher with the Cross-Cultural Resource Center at California State University, Sacramento, working on a bilingual education study funded by the National Institute of Education.

PROJECT STAFF

Project Director: William Bendat, Dean of Counseling, Moorpark College
Project Manager: Diane Sukiennik, Counselor, Moorpark College
Work Evaluation Specialist: Rick Cardoni

TRAINERS

Anne Boe - Former Placement Director, Grossmont College; Career Network Consultant, San Diego
Myrna Elliott - Career Center Coordinator/Counselor, Chaffey College; Elliott, Gabel, Master Career Consultants, Claremont
H. B. Gelatt - Project Director, VEA Projects, American Institute for Research; Consultant, Palo Alto

EVALUATORS

Neal Rogers - Associate Superintendent, Santa Ana College
Bud Camillucci - Associate Superintendent, Student Personnel Services, Sierra College

ADVISORY BOARD

Jeff Cohen - Career Counselor, Pierce College
Maria Garcia - Counselor, San Jose City College
Jim Hirschinger - Specialist, Chancellor's Office California Community Colleges
Jan Howell - Placement Services, Orange Coast Community College
Helen La Roche - Career Counselor, Santa Monica College
Pete MacDougall - President & Superintendent, Santa Barbara Community College
Dean McNeilly - Dean of Vocation Education, San Joaquin Delta College
Ray Reyes - EOP Director, Glendale Community College
Pat Roberts - Vocational Student, Moorpark College
Henry Weiss - California Industry Education Council
Juanita Williams - Director, Northern California Women for Apprenticeship Training
Jan Zaboski - Disabled Services Director, Moorpark College

Jill Padick- Media Consultant
Dale Dobson- Media Consultant
Lisa Raufman-Directory Editor
Jean Rule -Administrative Secretary
Dina Parks -Career Resource Specialist
Sharon Peterson - No. Calif. Liaison

PARTICIPATING COLLEGES

Northern California

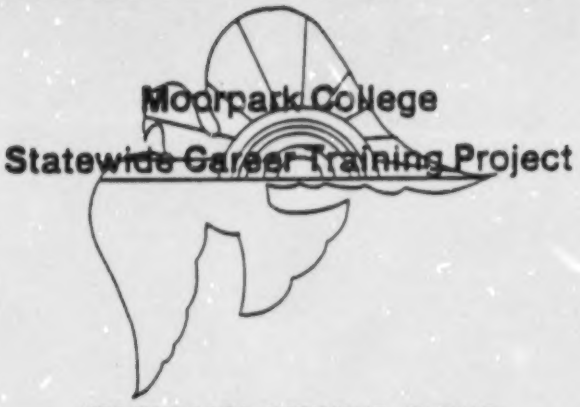
American River College
Canada College
Chabot College
Foothill College
Mendocino College
Napa College
San Francisco City College
San Jose City College
Sequoias College of
Solano College

Southern California

East Los Angeles City College
Fullerton College
Golden West College
Palomar College
Pasadena City College
Saddleback College
San Bernardino Valley College
San Diego Miramar College
Santa Ana College
Santa Barbara City College

Pilot Colleges (1981)

Glendale College
Los Angeles Pierce College
Los Angeles Valley College
Moorpark College
West Los Angeles College



SPRING 1982 WORKSHOP FORMAT

DAY 1

8:30-9:00 Check In - Coffee

9:00-9:20 Welcome, Introductions
Overview of Project . . . . . *Bill Bendat*
Project Director
"Getting Our Act Together and Taking It On The Campus"
. . . . . *Media Presentation*

SETTING THE STAGE

9:20-9:30 Planning as Chief Component in Change-Agentry . . .
Define and Examine the Role of Counseling in the Planning Process; Review Planning Concept as it applies to each Module in Workshop; Examine the Assumptions of the Workshop Design . . *Diane Sukiennik*
Project Manager

THE PLOT THICKENS

9:30-12:00 Counselor as Change Agent, Proactivist, Futurist --
The exploration of counseling concepts and strategies for assisting counselors and students to develop practical skills in "futures thinking" and decision-making. Content will include: 1) The role of guidance images of the future "How to Perceive Newly"; 2) The existence of three kinds of alternatives "Think Globally", 3) The capacity of individual choice "Act Locally". How to Perceive, think and act will be converted into the attitudes, knowledge, and skills involved in "futures thinking-decision-making counseling." . . . . . *H. B. Gelatt*

12:00-1:00 Lunch

IDENTIFYING OUR AUDIENCE

1:00-2:00 Multi-Cultural Counseling -- Video cassette vignettes will be used to heighten awareness and develop more effective communication strategies. . . . . *Juanita Martinez*

DAY 1 CONTINUED

POSITIONING THE PROPS

2:00-5:00 Vocational and Career Counseling Tools, Technologies, and Assessments, including Work Evaluation, the Myers-Briggs, the Appalachian Project, and the Career Counselor's Resource Directory. . . . . *Myrna Elliott*

5:00-7:00p.m. Evaluation, Dinner, and Resource Exhibit Area

CARING FOR THE STAR

7:00-9:00p.m. Counselor Revitalization -- using the Myers-Briggs, counselors will participate in team building activities designed to highlight their strengths and thereby combat "burn-out." They will utilize their common goal - more effective career counseling - to begin planning activities . . . . . *Myrna Elliott*

9:00-10:00p.m. Informal Networking, Gender Equity. . *Dr. Warren Farrell*

DAY 2

8:30-9:00a.m. Warm Ups and Coffee

IDENTIFYING THE PLAYERS

9:00-11:00 Counselor Liaison With:

1. Campus Faculty and Staff
2. High Schools
3. The Community
4. Local Industry

Implications for Retention and Placement of Students

11:00-12:00 Non-traditional Jobs, Apprenticeship Training, and Job Futures - Looking toward the year 2000. . . *Anne Boe*

12:00-1:00 Lunch

PRODUCING THE SHOW

1:00-1:30 Identifying Sources of Funding to Assist in Implementation of Action Plans . . . . . *Project Team*

THE SHOW WILL GO ON

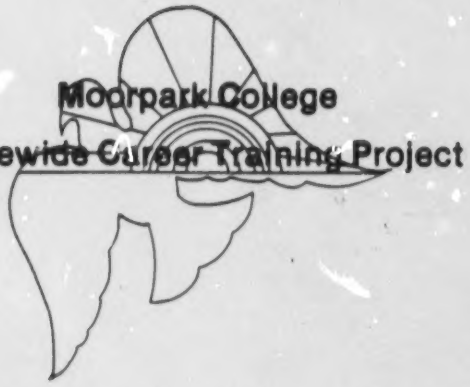
1:30-2:30 Developing Priorities and Contracting for Outcomes. Finalizing Team Plan in Writing. . . *Project Team*

CURTAIN CALLS

2:30-3:00 Final Evaluation and Signoffs

ENCORE

Planning for the Follow-Up Session



TITLE: COUNSELOR AS CHANGE AGENT, FUTURIST, DECISION MAKER

GOAL: To provide counselors with a body of knowledge, a set of skills and a choice of attitudes appropriate for a career counselor of the future.

OBJECTIVES: Participants will...

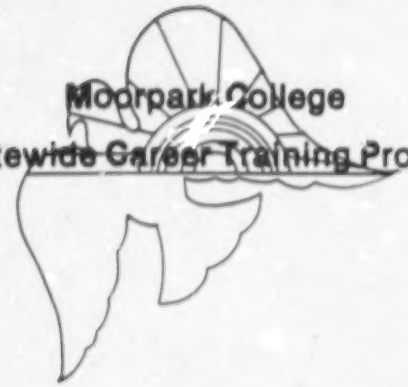
1. Understand the role of guiding images of the future
2. Know the ingredients of change and the roles of change agents
3. Know the four information requirements of a good decision
4. Learn some new career counseling skills
5. Start a plan for using at least one of these skills

FORMAT: Lecture, Overhead Transparencies, Small and Large Group Exercises

CONTENT:

- The concept of guiding images and fate control
- Four planning attitudes
- The conditions producing change and the roles of change agents
- The anatomy of decision making
- Counseling skills for decision making

MATERIALS: Overhead transparencies and handouts



PLANNING SHEET

NAME: _____ COLLEGE: _____

WORKSHOP: _____

TITLE: _____

1. Three tools, ideas, or strategies that I can begin to implement are:

   1. _____

   _____

   2. _____

   _____

   3. _____

   _____

2. Three people on my campus who would enjoy hearing about supporting me/joining me, in implementing these ideas are:

   1. _____

   2. _____

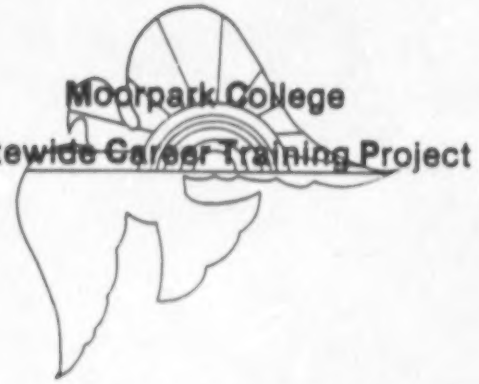
   3. _____

3. Three off-campus people or conference attendees who have expertise in this area and who may be helpful to me are:

   1. _____

   2. _____

   3. _____



TITLE: MULTI-CULTURAL AWARENESS AND THE IMPLICATIONS FOR VOCATIONAL AND CAREER COUNSELING

GOAL: To examine the importance of multi-cultural awareness in providing equal vocational and career opportunities to the culturally different.

OBJECTIVES:

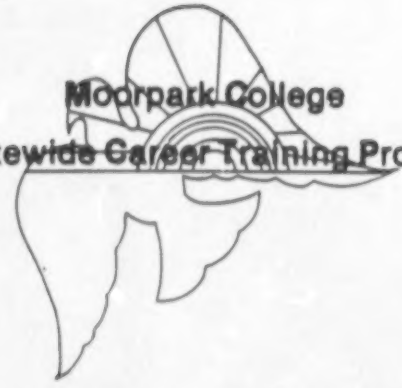
1. To become aware of barriers which might arise in counseling minority clients.
2. To become acquainted with the Stages of Minority Identity Development (M.I.D. Model) and implications for counseling.
3. To explore relevant counseling strategies.

FORMAT: Lecture/Discussion, Lecture/Audio-Visual, Handout/Question-Answer

CONTENT: The presenter will discuss the following:

- Becoming Aware of Counseling Barriers
- M.I.D. Model
- Counseling Strategies

MATERIALS: Audio visual cassette and playback unit, handouts.



TITLE: CAREER PLANNING TOOLS, TECHNOLOGIES, AND ASSESSMENTS

GOAL: For participants to become familiar with new approaches to assessment. For participants to be familiar with the Career Counselor's Resource Directory as a tool for identifying other tools and approaches.

PART I: APPALACHIA EDUCATIONAL LABORATORIES KEYSORT DECK

OBJECTIVES:

1. To understand community college student concerns that this approach to assessment might address.
2. To use an understanding of the Department of Labor work classification system to address those student concerns.
3. To use "work activities" to help students define their career interests.
4. To use the Keysort Deck to link work activity preferences to the Department of Labor work classification system.
5. To learn how to build a career planning program around use of the Keysort Deck.

FORMAT: Lecture/Overhead Transparencies/Demonstration/Group Exercise

CONTENT: Lecture on typical frustrations community college students face as they approach career planning:

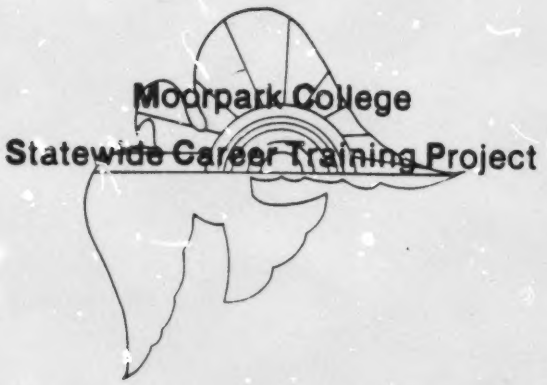
"I don't know the whole range of work from which I might choose."
"I don't know how to describe what I want."
"I don't know the name of what I want to look up in the Career Center."
"I don't know how to identify all the occupations that might relate to my interests."

Lecture on the Department of Labor work classification system, including the 12 Career Areas and the 66 Worker Trait Groups.

Lecture on using the concept of "work activities" to define interests. Group exercise where each participant completes a Work Activities checklist.

Demonstration of the Keysort Deck as a tool for linking work activity preferences to related occupations. Group exercise of participants sorting their own "work activity" preferences from the Keysort Deck.

CONTENT: (Cont.)	Lecture on additional uses of the Keysort Deck, including use of work situations, general educational development, level of education, and physical demands. Lecture on integrating a Keysort Deck activity into a total career planning program on a community college campus.
ACTIVITIES:	Participants will complete a Work Activities Checklist. Participants will sor out their Work Activity preferences on a Keysort Deck.
MATERIALS:	Hand-outs, Work Activities Checklist, Keysort Decks, Worker Trait Group Guide, Dictionary of Occupational Titles, and Guide for Occupational Exploration.



TITLE: CAREER PLANNING TOOLS, TECHNOLOGIES, AND ASSESSMENTS

GOAL: For participants to become familiar with new approaches to assessment. For participants to be familiar with the Career Counselor's Resource Directory as a tool for identifying other tools and approaches.

PART II: PERFORMAX PERSONAL PROFILE SYSTEM AND JOB FACTOR ANALYSIS SYSTEM

OBJECTIVES:

1. To understand unique career planning needs of working adults.
2. To understand the attitudes and needs of business and industry regarding career planning.
3. To become familiar with career planning tools that match individual skills with job requirements.
4. To learn how to use the Performax materials as a career infusion tool in community college classes.

FORMAT: Lecture/Overhead Transparencies

CONTENT: Lecture on the growth of working adults in community colleges and their need for a different approach to career planning.

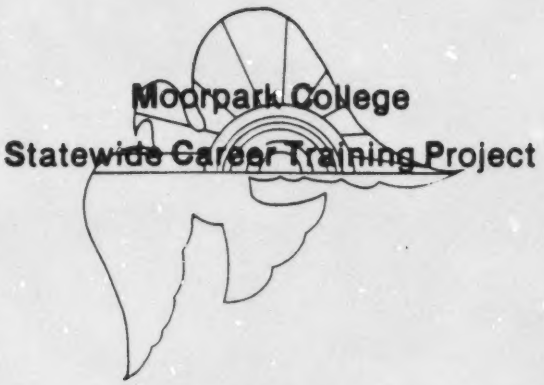
Lecture on the attitudes of business and industry regarding career planning:

-Policies of promoting from within.
-Use of performance appraisals.
-Emphasis on functional and adaptive skills.
-Responsibility left up to the individual to determine a career path.

Explanation of the Performax Personal Profile System and the Job Factor Analysis System.

Lecture on use of Performax materials as a career infusion tool in community college classes.

MATERIALS: Hand-outs, samples of the Performax Personal Profile System and the Job Factor Analysis System.



TITLE: CAREER PLANNING TOOLS, TECHNOLOGIES, AND ASSESSMENTS

GOAL: For participants to become familiar with new approaches to assessment. For participants to be familiar with the Career Counselor's Resource Directory as a tool for identifying other tools and approaches.

PART III: SKILL IDENTIFICATION

OBJECTIVES:

1. To understand the differences between functional, adaptive, and content skills.
2. To understand skill identification as it relates to Data/People/Things.
3. To understand how to identify transferrable skills, particularly for re-entry adults and mid-career changers.
4. To be able to identify "motivated" skill patterns.

FORMAT: Lecture/Overhead Transparencies/Group Exercise

CONTENT: Lecture on definitions of functional, adaptive, and content skills:

-Relative importance regarding success on the job.
-Use of appropriate skill words in an interview.
-Use of skill words in writing a resume.

Lecture on Data/People/Things skills:

-D.O.T. definitions
-Examples of exercises
-Relating Data/People/Things to the Work Activities checklist

Lecture on identifying transferrable skills:

-Achievement analysis
-Job task analysis

CONTENT:
(Cont.)

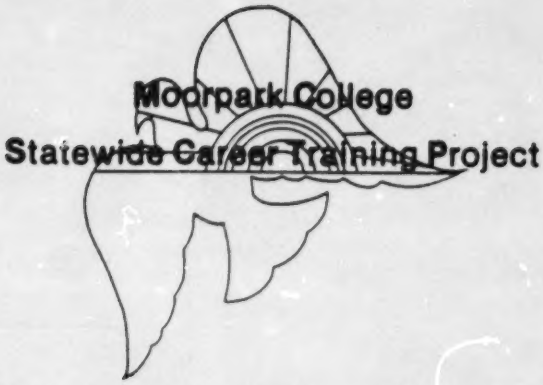
Lecture on identifying "motivated" skill patterns:

- -Preferred skills
- -Preferred environment
- -Object of achievements
- -Role in relation to others
- -Personal style
- -Pay-off

Group exercise where participants will identify achievements, share one achievement in a small group, and identify (with the help of the group) their motivated skill pattern.

ACTIVITIES:

Group exercise to identify motivated skill pattern. Participants will list achievements over their lifespan and write a short paragraph about one. They will then break into groups of 3 to share their achievement and have group members identity motivated skill pattern.



TITLE: CAREER PLANNING TOOLS, TECHNOLOGIES, AND ASSESSMENTS

GOAL: For participants to become familiar with new approaches to assessment. For participants to be familiar with the Career Counselor's Resource Directory as a tool for identifying other tools and approaches.

PART IV: WORK EVALUATION

OBJECTIVES:

1. To understand the concept of work evaluation.
2. To understand the scope of materials that are part of work evaluation.
3. To learn the variety of ways work evaluation can be used in a community college setting.

FORMAT: Audio-visual presentation/Lecture/Demonstration

CONTENT: Audio-visual presentation on the concept of work evaluation, focusing on work samples and use with community college students.

Lecture on the scope of materials that are part of work evaluation:

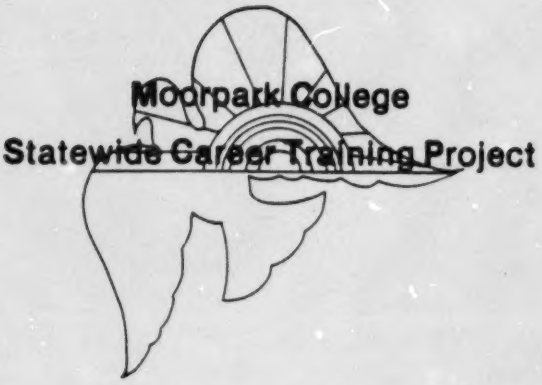
-Achievement (reading, mathematics, spelling, etc.)
-Interest
-IQ
-Vocational Aptitude
-Job Seeking Skills
-Physical Skills (tolerance, dexterity, balance, coordination, strength, range of motion)
-Perceptual (auditory, visual, tactile)
-Personality/Emotional
-Specific Disability Tests

Demonstration of the Valpar drafting and electronics work sample.

Lecture on using work evaluation approaches in a community college.

MATERIALS: Valpar drafting and electronics work samples.

SUMMARY: Review of the Community College Counselors' Resource Book



TITLE: COUNSELOR REVITALIZATION

GOAL: For participants to define their career needs by identifying their individual and organizational work styles using the Myers-Briggs Type Indicator.

OBJECTIVES:

1. To understand the four Preference Scales on the Myers-Briggs as they relate to personality differences (hand-out #1).
2. To understand the four Temperament Styles as they relate to individual personality characteristics, work traits, learning style, and motivators (hand-out #2).
3. To understand the four Temperament Styles as they relate to organizational behaviors and contributions to a management team (hand-out #3).
4. To understand the four Temperament Styles as they relate to your career as a counselor at a community college (hand-out #4).
5. To identify and list your career needs based on an understanding of your Myers-Briggs type (hand-out #5).

FORMAT: Lecture/Overhead transparencies/Group exercise

CONTENT: Introduction to the Myers-Briggs Indicator and its use as a career planning tool.

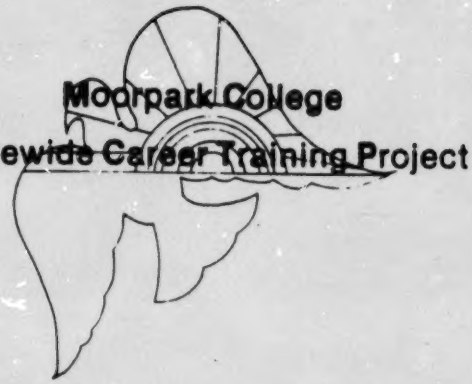
Lecture on the four preference scales and their relation to work behaviors.

Lecture on the four temperament styles and their relation to individual behavior preferences, organizational behavior preferences, and community college counselor roles.

ACTIVITIES: Participants will rearrange themselves in the room according to their type before the lecture on temperament styles.

Participants will complete the exercise on hand-out #5 at the end of the lecture and then gather with their college team to share the results.

MATERIALS: Myers-Briggs Type Indicator, Hand-outs, Overhead Transparencies. Supply of the books Please Understand Me available for purchase. (Myrna Elliott will supply the books.)



TITLE: COUNSELOR LIAISON WITH CAMPUS FACULTY AND STAFF, HIGH SCHOOLS, THE COMMUNITY AND LOCAL INDUSTRY

GOAL: To acquaint community college counselors with the importance of their working relationships/linkages with community agencies, local industry, high schools, and campus faculty and staff. Implications for retention and placement will be discussed.

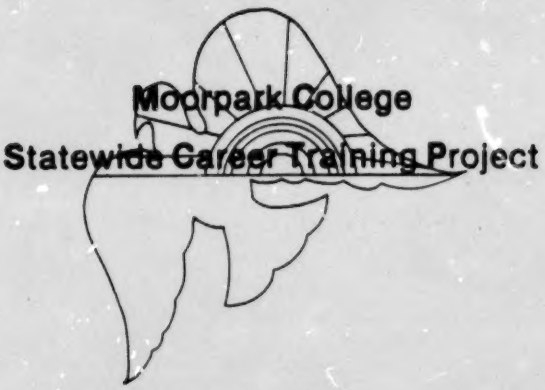
OBJECTIVES:

1. To obtain the names of business people and community agencies within each participant's local area.
2. To list network building strategies to enhance professional visibility in each participant's community.
3. To share career development strategies and ideas with area business and community people including retention, and placement of traditional and non-traditional workers.
4. To describe methods for assessing community college's job placement and career development knowledge and needs.

FORMAT: Lecture/Small Group Discussion/Campus Team Building Activities

CONTENT: Counselor liaison with community agencies and local industry have a direct tie into community college placement. The network building (developing and utilizing contacts) is essential for maximizing student's career planning. The more the world of work becomes an integrated part of the entire community college, the stronger the linkages must be with community agencies and local industry.

MATERIALS: Hand-outs



TITLE: NON-TRADITIONAL JOBS, APPRENTICESHIP TRAINING, AND JOB FUTURES-LOOKING TOWARD THE YEAR 2000.

GOAL: To provide information about job futures, non-traditional jobs, and apprenticeship training for college counselors.

OBJECTIVES:

1. To share current apprenticeship needs and information.
2. To discuss information on counseling women and men for non-traditional jobs.
3. To share information on the changing workforce.
4. To discuss information on future job needs and developments.
5. To identify strategies for non-traditional student outreach and retention.

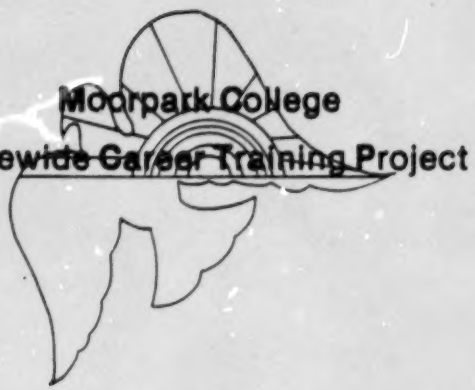
FORMAT: Lecture/team building activities/video tape previews/ slide tape preview

CONTENT:

- Facilitation will discuss job futures as well as current apprenticeship information and non-traditional job information.
- Campus teams will have an opportunity to discuss materials in relation to "back-home" application.

MATERIALS:

- Handouts
- Over-head transparencies
- VEEP slide/tape on apprecticeship
- Palomar College video tape preview
- Non-traditional job video preview from the San Diego Community College Non-traditional Careers for Women Project



TITLE: ALTERNATIVE SOURCES OF FUNDING

GOAL: To demystify the grant writing process. To explore sources, myths, mistakes, and planning considerations related to grant writing.

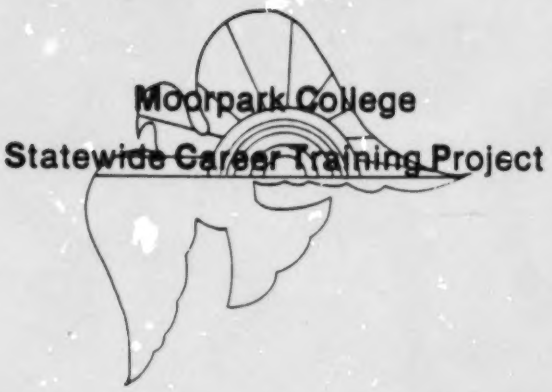
OBJECTIVES: Participants will be able to:

1. Identify sources of funding.

2. Incorporate planning considerations into the proposal design.

FORMAT: Lecture, discussion, question and answer.

CONTENT: Presenters will share their expertise on alternative sources of funding based on their own experience as grant writers and project managers. Practical information, guidelines, and suggestions will be explored.



TITLE: TEAM PLANNING

GOAL: To assist college teams in developing priorities for action planning based on the information gathered at the Statewide Career Training Project.

OBJECTIVES:

1. Introduction to topic by facilitator - A talk on Career Development Action Planning

2. Participants will identify college career development needs and goals. Participants will work alone and review planning sheets already presented.

3. College teams will come to consensus on the primary career development needs at their college and set goals based on that need that they will work on. Participants will work in small college team groups and prioritize their needs.

4. College teams will share needs priorities and goals with each other. Reports to whole group.

5. Action Planning Contracts will be filled out in duplicate.

FORMAT: Lecture, small and large work groups.

MATERIALS: Handouts

EXHIBIT AREA DIRECTORY

The following list of resources (on view in the Exhibit Area) is an excerpt from the Moorpark College Statewide Career Training Project Resource Directory. This list represents the collection of materials that we have on display for your perusal. It is organized into the same section categories as the more comprehensive Resource Directory.

SECTION	TITLE	PAGE
I	NEEDS ASSESSMENTS	1
II	CAREER INSTRUMENTS AND ASSESSMENTS	2
III	APPRENTICESHIP PROGRAMS	6
IV	SPECIAL POPULATIONS	7
V	RESOURCES	11
VI	STATE AND NATIONAL RESOURCE AGENCIES, ASSOCIATIONS AND ORGANIZATIONS	14
VII	AUDIO-VISUAL/MULTI-MEDIA MATERIALS	15
VIII	NEWSLETTERS	16
IX	BIBLIOGRAPHY	17
X	TEXTS FOR USE IN CAREER PLANNING CLASSES	18
XI	APPENDIX	
	VEA 1981-82 SPECIAL PROJECT PROPOSAL SHEET	19
	VEA 1980-81 SPECIAL PROJECT MATERIALS RECEIVED	21

Sierra College
5000 ROCKLIN ROAD / ROCKLIN, CALIFORNIA 95677 / TELEPHONE (916) 624-3333

March 22, 1982

Dr. William Bendat, Project Director
Statewide Career Training Project
Moorpark College
7075 Campus Road
Moorpark, CA 93021

Dear Bill:

I have completed the evaluation of the two-day training workshop, Northern California. This written summary is a follow-up to the discussion I had with you and Diane on the last day of the workshop.

Enclosed you will find the tabulation sheets for all of the evaluation forms submitted for each workshop section as well as the evaluation forms from each participant.

The observations and recommendations on the following pages are specifically related to the overall objectives and format of the workshop.

Thank you for allowing me to work with you.

Sincerely,

L. R. "Bud" Camillucci
Assistant Superintendent
for Student Services

LRC/cb
Enclosures

Preworkshop Planning

It was quite obvious that the participants were well prepared for the two days. They knew what they were there for and they seemed to be looking forward to the activities. The initial step for the beginning of any workshop is to prepare the participants before they arrive -- this you did and did well.

The readiness of the accommodations and the accommodations themselves were excellent. No one seemed disappointed, the rooms were ready and everyone knew their room assignment. This seems like a small item but many workshops get off to a poor start because of inadequate preparation related to the accommodations.

The idea of everyone eating in the same dining area and grouped at the same tables was an excellent idea. Everyone quickly became acquainted. Families eat together and very quickly the workshop participants became a family.

Welcome and Introduction

The welcome and introduction was done extremely well -- friendly, warm and brief.

The format for the two days was explained clearly and quite firmly but in such a way that no one seemed to take offense. Setting the workshop guidelines enhanced the success of the workshop. Indicating that they were there to work, time was limited so no one should be late for any session or should not leave any session, and asking participants not to smoke was up front and, I believe, was appreciated by everyone.

Diane did a super job explaining how the workshop topics were selected and how they actually were involved, through the statewide survey, in the selection of the topics -- it was their workshop. A good beginning!

Workshop Setting

At first I thought the size of the room would somehow affect the workshop -- it seemed small and crowded; but in fact it seemed to enhance the participation. The ventilation was good and it did not become too hot or too cold. Thank God for the no smoking, however! The smallness of the room was never mentioned by any of the participants in the evaluations nor did I hear it as a topic of discussion during the breaks or socials. The beauty of the Monterey setting certainly has its effect -- who could not be contented there? Good choice! The workshop room was comfortable and arranged well.

Tape Slide Presentation

The presentation is a good beginning and sets the tone of the workshop. Much improved from last October. As the participants indicated on their evaluation forms, it was super! Many participants would like to have a copy, and you might think of a way to share it, especially for their on-campus in-service program.

Workshop Manual

Not much to say. Comprehensive and exceptionally well organized. Well received by the participants. It is a workshop textbook that is complete and concise. As one counselor said, "The book alone is worth the trip". Good job!

Exhibit Guide

Comprehensive with excellent information. I believe people did not have an opportunity to really study the guide and will begin to appreciate it more as they use it. I would like to see each counselor have the opportunity to obtain a copy. Maybe give one to each school as you now do and sell a copy (to cover cost) to those who would like to have one. Excellent resource!

Exhibit Display

Useful but the participants didn't spend very much time previewing the material. The display was not imaginative -- needs a little pizazz. Some thought should be given to the display arrangement. Material is too good to go unnoticed.

The Presentors

Congratulations on your selection of presentors! Not only did they present themselves well but they became part of the family. They were not distant; they mingled and they shared themselves at all meals, during the breaks and at the socials. They were the key to the workshop success.

Golden West College

Admissions, Records and Guidance

March 12, 1982

Dr. William I. Bendat
Associate Dean of Students, Counseling
Moorpark College
7075 Campus Road
Moorpark, California 93021

Dear Bill:

I enjoyed our chat in the conference room last Thursday evening, and I simply want to tell you, again, how well you and your staff planned the workshop. I particularly enjoyed adhering to the time schedule which meant that the topics were covered as intended (hard hitting and complete). In the past, I have been reluctant to leave the campus to attend programs and conferences for counselors because they are usually pitched at a very low level and one comes away with the impression that a lot of money has been spent but not much gained. Anyway, here is one counselor who genuinely appreciates your efforts. See you in a few weeks.

Sincerely,

Raymond S. Werner

15744 Golden West Street • Huntington Beach • California • 92647 • (714) 892-7711